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ABSTRACT

Eighth in a series of bibliographies in the field of transition for students with disabilities, this document contains 367 citations, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC (Educational Resources Information Center) documents, and research reports. Special emphasis is on materials produced by transition projects funded by the Office of Special Education and Rehabilitative Services (OSERS). Each citation contains basic bibliographic information, subject descriptors, and an annotation or abstract. Author, title, and descriptor indexes are linked to the numbered citations. Also provided is the "Cumulative Listing of Transition Institute Documents in ERIC." Additionally, the "OSERS Project Products Listing," organized by competition number, lists materials developed by particular projects is included. (DB)

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Annotated Bibliography on Secondary Special Education and Transitional Services

Volume 8

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EC 302719

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Annotated Bibliography on Secondary Special Education and Transitional Services

Volume 8

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and

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Transition Research Institute at Illinois
University of Illinois at Urbana-Champaign

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PREFACE

This volume of the annotated bibliography is the eighth in the series of monographs documenting the literature in the field of transition. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC documents, and research reports. We attempt to be broad in scope, but we cannot claim to be comprehensive. Our uniqueness comes from the annual compilation of relevant materials from OSERS-funded transition projects and other literature sources.

The method of acquisition includes searching computerized databases, journals, article references, bibliographies, association and agency publications, and, most important, soliciting reports and products from OSERS-funded projects. As in the past, this volume significantly reflects their contributions.

In the case of document abstracts, we use the authors' summary or the abstracters' words. When not applicable, a brief abstract is provided by the compilers of this bibliography.

The organization of Volume 8 is basically the same as that of the previous volumes. Each document has been assigned an entry number that is linked to the author, title, and descriptor indexes. Each document has also been assigned a set of descriptors and an abstract. Each document citation is intended to contain enough bibliographic information to facilitate finding the item through local library services. A "Guide to Entries and Indexes" has been included to help users identify key document elements. The "OSERS Project Products Listing" allows the user to view at a glance, by competition number, material received from particular projects. Documents that have been contributed by OSERS projects are identified by their competition number. To connect with projects about their products, contact the Transition Research Institute for the current phone number and address. The "Cumulative Listing of Transition Institute Documents in ERIC" includes Transition Institute documents that have been entered into the ERIC data base and are accessible on microfiche by ED number.

Our growing database has become a unique resource for documenting state-of-the-art transition products and activities. We would like to thank all of the OSERS model transition projects for responding to our information requests by sharing their products and activities with others concerned with transition.

Lynda Nash Leach
Adrienne Seccia Harmon

GUIDE TO ENTRIES AND INDEXES

Entries

Entry Number _____ 32.

Author _____ Moon, Sherril; Goodall, Patricia; Barcus, Michael; & Brooke, Valerie (Eds.) (1985).

Date _____

Title/journal/publisher ____ The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University.

See Note below for detail .. (Comp. No. 84.158A - OSERS File No. 32)

Descriptors _____ supported employment / job placement / vocational evaluation / job coach / follow-up studies / Virginia / transition models

Annotation _____ This manual has been developed for persons who are directly involved in the placement and training of citizens mental retardation into community-based competitive jobs. The process which is described and the corresponding forms which are included are based on the work in this area done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center....

NOTE: In the Appendixes, see the Project Products Listing for other material received by OSERS Projects.

Indexes

Author/Descriptor/Title _____

Entry Number _____

Absenteeism - 245
Accommodation - 19, 124, 256, 270, 282, 305, 368, 390
Adaptability skills - 300
Adjustment to disability - 317

ANNOTATED BIBLIOGRAPHY ON SECONDARY SPECIAL EDUCATION AND TRANSITIONAL SERVICES

1.
Nisbet, Jan (Ed.) (1992).

Natural supports in school, at work, and in the community for people with severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

natural supports / policy analysis / family involvement / co-worker involvement

This book combines research and first-person accounts to give insight and guidance for using natural supports. The authors offer a perspective on natural supports in the family, school, workplace, and community to both inspire and assist anyone supporting individuals with disabilities to live quality, interdependent lives. Chapters supply information on:

1. strategies for building community membership for individuals with disabilities;
2. examinations of support programs and networks available to families;
3. the role of natural supports in public schools;
4. the effect of natural supports in employment settings; and
5. public policy and the development of natural supports.

2.
Biklen, Douglas (1992).

Schooling without labels: Parents, educators, and inclusive education. Philadelphia: Temple University Press.

inclusion / community integration

By closely examining the experiences of six families whose children with disabilities are full participants in family life, the author shows how people who have been labeled disabled might become full participants in other areas of society as well. Biklen focuses on the contradictions between what some families have achieved, what they want for their children, and what society and its social policies allow. He demonstrates how the principles of inclusion that govern the lives of these families can be extended to education, community life, and other social institutions.

3.
Wang, Margaret C. (1992).

Adaptive education strategies: Building on diversity. Baltimore: Paul H. Brookes Publishing Co.

adaptive education / program development / program evaluation

This text provides innovative plans for the effective education of all students, regardless of their background or level of ability. Based on discussions of theory and an overview of successful adaptive education programs, each section of this resource addresses key components of the adaptive learning approach, such as:

1. needs assessment and implementation planning;
2. building program support;
3. curricular resources for implementing the adaptive education approach;
4. instructional management;
5. pre-implementation staff training; and
6. implementation assessment and staff development.

4.
Wehman, Paul; Sale, Paul; & Parent, Wendy S. (1992).

Supported employment: Strategies for integration of workers with disabilities. Boston: Andover Medical Publishers.

supported employment / program development

This guide is aimed at assisting employment specialists, rehabilitation counselors, and educators in implementing quality supported employment programs for persons with disabilities. The text provides detailed information on job development, client assessment, and job site training. It also includes critical analyses of the various models and of the influence of the family in job selection. Critical management issues such as staffing, program evaluation, conversion, vocational integration, and effective use of counselors are covered in depth.

5.
McLaughlin, Phillip J.; & Wehman, Paul (Eds.) (1992).

Developmental disabilities: A handbook for best practices. Boston: Andover Medical Publishers.

best practices / human services

The purpose of this book is to provide a basic, introductory reference text for students and professionals beginning their careers in or expanding their careers to include developmental

disabilities. In this book, the authors not only present best practices but also try to show a comprehensive view of different disabilities and the range of services necessary to work with people who have such disabilities. The goal of the book is to present current material that appeals to a wide range of people working in many disciplines within the field of developmental disabilities.

6.
Wagner, Mary; Newman, Lynn; D'Amico, Ronald; Jay, E. Deborah; Butler-Nalin, Paul; Marder, Camille; & Cox, Robert (1991).

Youth with disabilities: How are they doing? The first comprehensive report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

NLTS / data analysis / outcomes of education

The NLTS includes more than 8,000 youth who were ages 13-21 and secondary school students in special education in the 1985-86 school year. The sample is nationally representative and permits generalizations to youth as a whole, as well as to youth in each of the 11 federal special education disability categories. Experiences of youth are described in three domains: education, employment, and personal independence. In addition to these descriptive issues, explanatory questions are asked. What kinds of youth were succeeding in these domains; what kinds of youth were struggling? What school factors were associated with greater rates of success in school, in the working world, and in achieving independence?

To address these questions, the NLTS conducted telephone interviews with parents, abstracted information from students' school records for their most recent year in secondary school, and surveyed educators in the schools attended by sample students. In 1989, this extensive database was supplemented with data from interviews for a subsample of more than 800 parents and/or youth who were classified as learning disabled, speech impaired, emotionally disturbed, or mildly/moderately mentally retarded and who at that time had been out of secondary school between two and four years. This volume is a comprehensive report of analyses of 1987 and 1989 data.

7.
Racino, Julie Ann; Walker, Pamela; O'Connor, Susan; & Taylor, Steven J. (Eds.) (1993).

Housing, support, and community: Choices and strategies for adults with disabilities (Vol. 2, The Community Participation Series). Baltimore: Paul H. Brookes Publishing Co.

community integration / quality of life

This book is part of a series which highlights efforts in communities nationwide to improve the quality of life for people of all abilities. Voicing the perspectives of community organizations, people with disabilities, their families, and individual community members, these books provide a vision of the changing relationships on disability and other social issues. This volume presents current strategies and unique ways of thinking about supporting people to live in their own homes and participate in community life. Chapters explore supportive living efforts on the local, state, and federal levels and examine case studies of organizations following new principles of assisting people with disabilities in community life.

8.
D'Amico, Ronald; & Marder, Camille (1991).

The early work experiences of youth with disabilities: Trends in employment rates and job characteristics. A report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

NLTS / outcomes of education / employment

The purpose of this report is to shed further light on the transition process by describing how careers unfold over several years for a cohort of recent exiters from special education whose schools classified them as being learning disabled, seriously emotionally disabled, speech impaired, or mildly or moderately mentally retarded.

9.
Wall, Charles C.; & Skibinski, Janet D. (1992).

A project to increase the employability and job placement of Bakersfield College's disabled students: "Project Employment." Bakersfield, CA: Bakersfield College. (Comp. No. 84.078C - OSERS File No. 241)

final reports / California / Project Employment / postsecondary education

Project Employment's primary goal is to develop a transferable model so that other organizations can duplicate the program's successes and learn from its experiences in encouraging employment for students with disabilities. This model has been designed for institutions with no placement program for students with disabilities. If a placement program already exists, this model may easily be modified to reduce redundancies. Successes of the project include:

1. the development of a successful advisory council model made up of area employers and chaired by a member of the employer

group;
2. the establishment of a productive working relationship between Project Employment and the Bakersfield area broadcast and print media;
3. the successful employment of 45 students with disabilities in full-time, part-time, volunteer worker capacities;
4. the opportunity to make 65 presentation to service groups, educational conventions, television programs, college administrators, and faculty groups;
5. the successful completion and airing of four 30-second public service announcements on four different television stations and two radio stations;
6. giving many people with disabilities the incentive to pursue employment and the awareness of the availability of appropriate advocacy for their interests.

10.
Rogan, Joseph P.; & McCarthy, Jennifer A. (1992).

Career Awareness and Transition Program. Dallas, PA: College Misericordia. (Comp. No. 84.078C - OSERS File No. 248)

final reports / Pennsylvania / learning disabilities / career development

This project, funded by the United States Department of Education, had as its purpose to offer a multifaceted, four-year, co-curricular program to gradually prepare learning disabled college students for professional employment the project consisted of: co-curricular programming, transition services, and follow-up services.

11.
Bounds, Betsy; & Treeful, Patricia (1992).

Project ACTIVITY: Final report. Tucson, AZ: Tucson Unified School District. (Comp. No. 84.158L - OSERS File No. 171)

final reports / Arizona / Product ACTIVITY / Thirteenth Year

The Tucson Unified School District was the site for Project ACTIVITY (Achieving Community Transition in Vocational Instruction through the Thirteenth Year). The target population was students with disabilities who were being served in resource programs. There were several components in Project ACTIVITY that were addressed by five major goals. A number of products have been developed during the grant period. The recipients of services and products included students, vocational and special education teachers, vocational rehabilitation counselors, service providers, parents, and employers. The outcomes of the project included increased training and employment opportunities for

students, smoother transitions, increased interagency collaboration, improved vocational assessments, more integration into regular vocational classes, and others.

12.
McKean, Kathleen (1991).

Final evaluation report. Project IMPACT: Instructional methods for promoting academic and career training. Drumright, OK: Central Area Vocational-Technical School. (Comp. No. 84.078C - OSERS File No. 218)

final reports / Oklahoma / Project IMPACT / mild disabilities

Project IMPACT was designed to facilitate the transition of mildly handicapped students to successful postsecondary educational experiences leading directly to employment. This overall goal was to be accomplished through the provision of a continuum of postsecondary educational services in an area vocational-technical school. The continuum of services included:

1. thorough assessment
2. career and personal counseling
3. a prevocational program of academic remediation and employability skills training
4. a job development and training program
5. a program of mainstream support services for students enrolled in the regular vocational curriculum.

13.
Funk, Harry E. (1992).

Final report: Transitional services for handicapped youth. Louisville, KY: Jefferson County Public Schools. (Comp. No. 84.158R - OSERS File No. 204)

final reports / Kentucky / follow-up studies

This model project surveyed over a four-year period former and current special education students of the Jefferson County Public Schools. Follow-up and follow-along interviews were conducted with 6,341 respondents classified as students, completers (diploma and certificate of achievement holders), dropouts, and exiters to general education who subsequently graduated or withdrew from school before completing their programs. Results of these interviews were analyzed and shared in an ongoing process with an advisory committee and district staff responsible for developing programs and services in special, general, vocational, and adult education. The goals of the service delivery components were to increase residential independence, competitive employment, wages earned above the

minimum wage, postsecondary education participation, and to reduce the special education dropout rate.

14.
Wehman, Paul; with invited contributors (1992).

Life beyond the classroom: Transition strategies for young people with disabilities. Baltimore: Paul H. Brookes Publishing Co.

program planning / transition planning / community integration

This textbook attempts to look at the whole concept of transition as dynamic and changing and to examine what rehabilitation counselors, special educators, psychologists, and other professionals in the field must do to enhance transitions from school to adulthood.

15.
Mann, William C.; & Svorai, Susan Braun (1992).

Final report: The COMPETE Program. Buffalo: State University of New York at Buffalo, Department of Occupational Therapy. (Comp. No. 84.078C - OSERS File No. 244)

final reports / New York / interagency cooperation / computer-assisted instruction (CAI) /

The COMPETE (Computer Preparation: Evaluation, Training and Employment) Project developed and implemented a model program of cooperative service delivery that included the NYS Vocational and Educational Services to Individuals with Disabilities (VESID), the Western New York Independent Living Center (ILC), the University of Buffalo (UB) and the NYS Office of Mental Retardation and Developmental disabilities (OSMRDD). The model program called COMPETE focused on individuals with cognitive disabilities, including traumatic brain injury, learning disabilities, and mental retardation.

COMPETE assembled an interdisciplinary evaluation and program planning team that included a vocational counselor, occupational therapist, special educator, rehabilitation engineer, physical educator and nutritionist. The team assessed vocational and other community integration needs.

Curriculum and training materials were developed focusing on three levels of computer skills from basic keyboarding and data entry (level 1) through advanced word processing and computer communications (level 3). Curriculum materials for the above were developed specifically for the COMPETE Project. Keyboarding instruction consisted of a typing tutorial as well as individualized training.

Job placement efforts within the current recessive job market created the need to target not only computer related positions, but other jobs as well.

Case studies are included. The most important predictor of success was client initiative as evidenced in the application to the program.

16.
Rochester, Jane (Prog. Dir.) (1992).

Final report: Postsecondary Education Demonstration Program for Learning Disabled Persons. Charlotte, NC: Central Piedmont Community College. (Comp. No. 84.078C - OSERS File No. 247)

final reports / North Carolina / learning disabilities / career development / community colleges

The North Carolina Department of Community Colleges (DCC) in cooperation with Central Piedmont Community College (CPCC) engaged in the development and demonstration of a model program of short-term vocational training, placement, and follow-up and follow-along services designed to meet the needs of individuals with learning disabilities seeking to obtain and maintain employment.

The project developed a generic model format aimed at vocational programs in varied college curricular areas that specified the vocational training components of career exploration, job seeking skills and job keeping skills.

17.
Affleck, James Q.; & Stowitschek, Joseph J. (1992).

The Expert Transition System Project: Final report. Seattle: University of Washington, Experimental Unit WJ-10 (Comp. No. 84.158N - OSERS File No. 238)

final reports / Washington / transition software / individualized education program (IEP)

The central purpose of the Expert Transition System Project was to apply technology to the process of transitioning high school students with developmental disabilities into adult life. The system is composed of four components: transition planning, early supported employment, curriculum reformulation, and progressive follow-up. Expert System and other software technology was developed to aid in the knowledge building and decision-making processes of these components.

18.
Daily, Robert B.; & Maxion, Glen D. (1992).

Employment Development Project: Final evaluation report. La Mesa, CA: Grossmont Union High School District. (Comp. No. 84.158N - OSERS File No. 231)

final reports / California / community integration / supported employment

This San Diego-based transition project was funded by a three-year discretionary grant from the United States Office of special Education and Rehabilitative Services (OSERS). The project provided direct services to 116 students with developmental disabilities who were in their last two years of public school. Students received work exploration, training, job placement, and transition services. Students also received self-determination, leisure, and community-based functional skills training. Emphasis was on in-school supported employment, interagency coordination, and consumer satisfaction. Sixty-three percent of the students applied for adult service supporting integrated employment/living. Sixty-one percent of those established employment prior to leaving school.. Procedures developed during the project were designed to continue with succeeding groups of students. Student data are included in appendices.

19.
Crawford, Robert; & Crawford, Dorothy (1992).

Project SMILE: Final evaluation. Phoenix: Life Development Institute. (Comp. No. 84.078C - OSERS File No. 240)

final reports / Arizona / learning disabilities / Project SMILE

Project SMILE's (Successful Moves to Independence, Literacy and Employment) design called for planning, developing, and field testing of a model program, with a wide spectrum of cooperating agencies, for handicapped youth and adults with learning disabilities and related disorders, who were exiting or who had recently exited from high school. This project linked certain handicapped persons, who had left the secondary schools unready for competitive employment or independent living, to available community training/education programs and services. The Project's Competency Rating Scale and Life Skills Handbook are included.

20.
Ferris, Lori L.; Gooden, Melva J.; & Linders, Susan C. (1992).

Adult living, working, and playing: A holistic support style. Journal of Vocational Rehabilitation, 2(3), 32-38.

community integration / recreation and leisure / empowerment

United Cerebral Palsy Association of Pittsburgh provides community-based programs to people with varying abilities. This article describes how this program uses empowerment and interdependence to support people with severe disabilities as they learn to live, work, and play.

21.
Murray, Richard A. (1992).

Enhancing interdependent relationships between counselors and consumers: A conceptual model. Journal of Vocational Rehabilitation, 2(3), 39-45.

rehabilitation counseling / empowerment

A conceptual model of counselor-consumer interdependence is presented which stresses consumer participation in all human services and collaboration and cooperation between rehabilitation counselors and clients.

22.
Storey, Keith; & Lengyel, Linda (1992).

Strategies for increasing interactions in supported employment settings: A review. Journal of Vocational Rehabilitation, 2(3), 46-57.

supported employment / social integration / literature review

Integration of workers with severe disabilities is a critical outcome of supported employment, but in practice it has been difficult to achieve. Few intervention strategies have been empirically validated. This article reviews data-based research designed to increase the social interactions of workers with severe disabilities in supported employment settings. The literature is divided into four areas for review: social skills instruction, problem-solving, self-management, and co-worker assistance. Specific interventions for increasing integration are analyzed and evaluated with suggestions for best practice or instructional techniques. Recommendations for future research are discussed.

23.
Garske, Gregory G.; & Thomas, Kenneth R. (1992).

Self-reported self-esteem and depression: Indexes of psychosocial adjustment following severe traumatic brain injury. Rehabilitation Counseling Bulletin, 36(1), 44-52.

traumatic brain injury (TBI) / psychosocial development

The authors investigated self-reported psychosocial adjustment of young adults who received inpatient treatment for severe closed head injuries and were later discharged into the community.

24.
Cook, Daniel W.; & Bolton, Brian (1992).

Rehabilitation counselor education and case performance: An independent replication. Rehabilitation Counseling Bulletin, 36(1), 37-43.

rehabilitation counseling / success

This study replicated Szymanski and associates' findings that counselors with master's degrees and fewer than 12 years of experience had higher competitive closure rates for clients with severe disabilities than do counselors with bachelor's degrees.

25.
Nosek, Margaret A.; & Fuhrer, Marcus J. (1992).

Independence among people with disabilities: I. A heuristic model. Rehabilitation Counseling Bulletin, 36(1), 6-20.

independent living / vocational rehabilitation / assessment techniques

A heuristic model of independence is developed, discussed in reference to a hierarchy of fundamental human needs, and applied to the needs of people with disabilities.

26.
Nosek, Margaret A.; Fuhrer, Marcus J., & Howland, Carol A. (1992).

Independence among people with disabilities: II. Personal independence profile. Rehabilitation Counseling Bulletin, 36(1), 21-36.

Personal Independence Profile (PIP) / independent living

Reliability and validity testing with 200 consumers suggests that the Personal Independence Profile (PIP) measures the construct of independence in persons with disabilities.

27.
Margalit, Malka (1991).

Promoting classroom adjustment and social skills for students with mental retardation within an experimental and control group design. Exceptionality, 2(4), 195-204.

Israel / social skills / computer assisted instruction (CAI)

This study aimed to evaluate the impact of the "I Found a Solution" computer-assisted social skills intervention program on students with mild mental retardation. Teachers randomly divided students from two Israeli special schools (58 males, 29 females; aged 10.6 to 17.11 years) into an experimental and a control group. Teachers trained the experimental group using a social skills package including computerized social conflict scenarios and adventure games, group discussions, and homework tasks. Within the same time frame, teachers trained the control group to use various academic computer software programs. Following the intervention process, the research team collected information on students' self-reported social skills and teachers' ratings of the students' adaptive classroom behavior. The experimental group performed significantly better than controls on posttest criteria. Teachers rated trained students as demonstrating better task orientation and less aggression and behavior difficulties. On subjective self-reports, trained students reported more cooperation and assertion than the control group, but self-control and empathy measures did not differentiate between groups. The use of a naturalistic mini-environment for experimenting and rehearsing effective social strategies appears promising but requires further exploration.

28.
Sandler, Andrew B.; Murdock, Jane Y.; Dofny, Elizabeth; & Gerber, Paul J. (1991).

Teaching social perceptual skills to students with learning disabilities. Journal of Behavioral Education, 1(1), 131-143.

learning disabilities / social skills / personnel preparation

The authors investigated the effects of descriptive feedback and reinforcement on the acquisition and exhibition of social perceptual skills in three students with identified learning disabilities and social perceptual deficits. The students rated their teacher's affect based on six emotions, and received feedback regarding the accuracy of their ratings plus reinforcement for accurate ratings. Descriptive feedback and reinforcement resulted in a mean gain of 66.00% in the students' social perceptual skills, with a mean gain on the first day of treatment of 64.33%. These findings have implications for preservice and inservice teacher-training programs. Methods of teaching social

skills generally, including social perceptual skills, should become standard in the curriculum for teachers of students with learning disabilities.

29.
Jagger, Linda; Neukrug, Edward; & McAuliffe, Garrett (1992).

Congruence between personality traits and chosen occupation as a predictor of job satisfaction for people with disabilities. Rehabilitation Counseling Bulletin, 36(1), 53-60.

vocational evaluation / congruence / success

This study examined the relationship between two factors -- congruence (the fit between an individual's personality and her or his occupational choice) and job satisfaction -- of successfully rehabilitated vocational rehabilitation clients.

30.
Wermuth, Thomas R.; Harnisch, Delwyn L.; & Evans, John (n.d.).

Profiles of youths with disabilities from the National Longitudinal Transition Study (NLTS) on secondary and postsecondary outcomes. Champaign: Transition Research Institute at Illinois.

NLTS / data analysis

The purpose of this study was to develop descriptive profiles for individuals labeled learning disabled (LD), emotional disordered (ED), and mentally retarded (MR) from the initial stage of the NLTS database. Descriptive statistics were developed describing the: (a) demographic characteristics; (b) method of exiting the school; (c) employment characteristics; (d) independent living characteristics; (e) social experiences; and (e) postsecondary educational characteristics of youths labeled LD, ED, and MR. The results of this study provided the groundwork for future inferential studies proposed by the Transition Research Institute at Illinois utilizing NLTS data. Additionally, replication of results reported based on preliminary analysis of the NLTS database conducted by SRI International staff was conducted to validate the data obtained and the authors' analysis procedures.

31.
Greene, Bernard; & Zimbler, Linda (1989).

Profile of handicapped students in postsecondary education, 1987: 1987 National Postsecondary Student Aid Study. (National Center for Education Statistics Survey Report, Data Series:

SP-NPSAS-86/87-10). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

postsecondary education / demographics

The primary purpose of this report is to present a profile of handicapped students in postsecondary education, including the sources and types of financial aid they receive. In general, the National Postsecondary Student Aid Study (NPSAS) identified students enrolled in postsecondary education and obtained information on their enrollment characteristics, financial aid status, student costs of attendance, and demographic and socioeconomic characteristics.

32.
Storms, Jane; & Barkin, Patti Zembrosky (Comp.) (1992).

State Transition Systems Change Grantees Meeting Summary (Washington, D.C., June 3, 1992). Eugene, OR: Western Regional Resource Center.

state transition systems / policy analysis

This State Transition Systems Change Grantees Meeting was a gathering of the first round of twelve states to be awarded these one-time five-year OSEP grants. The grants are designed to alter the way in which transition services are provided for youths with disabilities as they move from school to adult life. The meeting was a collaborative event between the Office of Special Education Programs (OSEP) and the Regional Resource and Federal Centers (RRFC) Program. The meeting was held in conjunction with the Transition Research Institute at Illinois, Transition Project Directors' 7th Annual Meetings. This juxtapositioning of the two meetings provided Systems Change Grantees opportunities for sharing information with one another, transition project directors, OSEP staff and Transition Institute staff. This summary is intended to provide participants and other interested parties with a sense of the deliberations rather than a verbatim account.

33.
Hales, Rene M.; & Carlson, Laurance B. (1992).

Issues and trends in special education. Lexington: University of Kentucky, Federal Resource Center for Special Education.

special education / policy analysis

In order to answer the question, "What is the future of special education as we move into the 21st century?", the Federal Resource Center queried knowledgeable representatives of the field including federal, state, and local administrators, techni-

cal assistance providers, members of professional organizations, university professors, and selected private practitioners. A modified Delphi process was used to get reactions to almost 200 predictive statements. This report is based on responses from 137 representatives of the field of special education who reacted to the almost 200 predictive statements and comments of their peers.

34.
Lichtenstein, Stephen; & Nisbet, Jan (1992).

From school to adult life: Young adults in transition. A national and state overview (Vol. 1). Durham, NH: University of New Hampshire, Institute on Disability/UAP. (Comp. No. 84.158R - OSERS File No. 205)

New Hampshire / follow-up studies / data analysis

This is the first in a series of annual descriptions of data examining the educational, employment, and community living outcomes attained by young adults with disabilities as they exit school and enter young adulthood. Each year additional analyses will be performed to consider the current information and emerging trends in the transition from school to young adulthood for young adults with disabilities in New Hampshire and the nation as a whole. The intent of the Digest is to serve as a baseline for policy makers and program developers.

35.
McGaughey, Martha J.; Kiernan, William E.; McNally, Lorraine C.; & Cooperman, Paula J. (1991).

Supported employment for persons with severe physical disabilities: Survey of service providers. Boston: Children's Hospital, Training and Research Institute for People with Disabilities.

supported employment / physical disabilities / surveys

The Training & Research Institute for People with Disabilities, in collaboration with United Cerebral Palsy Association, Inc., conducted a survey of 45 supported employment providers as well as a survey of Supported Employment Directors in the 50 state VR agencies to identify potential barriers to supported employment services for persons with severe physical disabilities. These included: eligibility determination, funding for long term supports, personal care supports at the job site, transportation services, rehabilitation technology services, the Title VI-C regulations, and other potential barriers. This report summarizes the findings from the survey of supported employment providers.

36.
Kiernan, William E.; McGaughey, Martha J.; Lynch, Sheila A.; Schalock, Robert L.; & McNally, Lorraine C. (1991).

National survey of day and employment programs: Results from state VR agencies. Boston: Children's Hospital, Training and Research Institute for People with Disabilities in conjunction with The Developmental Evaluation Center/UAP.

vocational rehabilitation / surveys / employment

The National Study of Day and Employment programs was conducted in order to collect national information regarding the full range of day and employment settings currently utilized by persons with mental retardation and other developmental disabilities. Previous studies typically have analyzed one or two options within the day and employment service system or they have focused on a single service agency. Several complementary activities were undertaken as part of this study: 1) a national survey of state Mental Retardation/Developmental Disabilities (MR/DD) agencies, 2) a national survey of state Vocational Rehabilitation (VR) agencies, 3) supplementary analyses of federal Rehabilitation Services Administration data, and 4) a survey of state information systems developed and operated by MR/DD and VR agencies. This report summarizes the findings from the survey of state VR agencies regarding day and employment services provided during fiscal year 1988.

37.
Kiernan, William E.; Schalock, Robert L.; McGaughey, Martha J.; Lynch, Sheila A.; & McNally, Lorraine C. (1991).

National survey of state information systems related to day and employment programs. Boston: Children's Hospital, Training and Research Institute for People with Disabilities in conjunction with The Developmental Evaluation Center/UAP.

employment / surveys / vocational rehabilitation

The National Study of Day and Employment programs was conducted in order to collect national information regarding the full range of day and employment settings currently utilized by persons with mental retardation and other developmental disabilities. Previous studies typically have analyzed one or two options within the day and employment service system or have focused on a single agency. Several complementary activities were undertaken as part of this study: 1) a national survey of state Mental Retardation/Developmental Disabilities (MR/DD) agencies, 2) a national survey of state Vocational Rehabilitation (VR) agencies, 3) supplementary analyses of federal Rehabilitation Services Administration data (RSA), and 4) a survey of state MR/DD and VR agencies' information systems. This report summa-

rizes the findings from the National Survey of State Information Systems.

38.
Regional Rehabilitation Exchange (1990).

RRX catalog of exemplary programs and practices. Austin, TX: Southwest Educational Development Laboratory.

best practices / vocational rehabilitation / independent living

The NIDRR-funded RRX surveys the rehabilitation and independent living community for programs and practices that demonstrate and can document especially effective service delivery to persons with disabilities and can serve as models for other agencies and organizations. These exemplary program models generally demonstrate a high success rate, surpass established performance standards, show significant and stable results, are cost-effective, and include adaptable or transportable components. One of NIDRR's goals is to promote the wide-spread use of proven, effective programs and practices among rehabilitation and independent living professionals. To address this goal, the RRX publishes and disseminates an annual Catalog of Exemplary Programs and Practices that contains individual summaries describing each program receiving exemplary designation.

39.
Loucks, Susan F.; & Crandall, David P. (1982).

The Practice Profile: An all-purpose tool for program communication, staff development, evaluation, and improvement. Andover, MA: The NETWORK, Inc.

program planning / program evaluation

This paper describes the Practice Profile, a technique used to provide a standardized, systematic, cost-effective way to summarize program components and requirements.

40.
Williams, Martha; & Stolzman, Lynda (1988).

Quality indicators applicable to rehabilitation service delivery programs. Andover, MA: The NETWORK, Inc.

best practices / vocational rehabilitation / program development

Quality indicators used to identify exemplary rehabilitation programs in New England are presented. Categories include:
1. philosophical foundation for the program

2. consumer control
3. practices that facilitate increased equity and integration for disabled persons
4. organizational base
5. program goals and objectives
6. population served
7. service delivery model
8. program evaluation
9. outcomes and results
10. current priorities of the rehab network: school-to-work transition, supported employment, and independent living programs
11. cost-effectiveness
12. transportability
13. readiness to disseminate

These quality indicators can be useful in program development, evaluation, and improvement efforts.

41.
Blalock, Ginger; Dalia, Jeffrey; & Schwenn, Tanya (1992).

Job coach training manual. Albuquerque: Albuquerque Public Schools Special Education Department, Transition Services Project. (Comp. No. 84.158N - OSERS File No. 196)

job coaching / program development

This training manual from the Transition Services Project provides guidelines for job coaching. The manual is organized into four sections:
Section 1: Foundations of job coaching
Section 2: Administrative duties and funding
Section 3. Assessment and job development
Section 4: Placement and training
It is designed to serve as a desktop reference or job aid, as a training manual, and as a record of policies and tasks.

42.
McDonnell, John; & Hardman, Michael (1991).

The Utah Community Employment Placement Project: Final report. Salt Lake City: University of Utah, Department of Special Education. (Comp. No. 84.158N - OSERS File No. 202)

final reports / Utah / severe disabilities / supported employment / CEP Project

The Community Employment Placement (CEP) Project was focused on developing and implementing an interagency employment placement model that would eliminate barriers for 19 to 22-year-old students with severe handicaps and promote their successful

transition into paid employment. The CEP Model incorporated seven organizational features to achieve this goal. These included:

1. locating programs in settings that would promote the development of social relationships between same-age peers;
2. developing local interagency agreements;
3. placing students with severe disabilities in paid employment prior to graduation;
4. establishing the school program as the primary case manager for the transition of students between 19 to 22 years from school to community service agencies,
5. implementing curriculum that would enhance student performance and participation in employment, personal management and leisure activities;
6. using nontraditional staffing and scheduling patterns to support each student's access to appropriate training; and
7. focusing program evaluation on outcomes of employment including placement rate, wages, job retention, job mobility, and level of integration during and after school hours.

43.
Nisbet, Jan (1992).

The Development and Validation of Coworker Support Models for Students with Disabilities Transitioning from School to Integrated Adult Lives: Final evaluation report. Durham, NH: University of New Hampshire, Institute on Disability. (Comp. No. 84.158N - OSERS File No. 235)

final reports / New Hampshire / natural supports / severe disabilities / Project School to Work

The purpose of Project School to Work was to determine ways that natural resources, available from co-workers, employers, family, friends, and community members could support young adults who have disabilities to succeed in employment. The primary goal of the project was to assist students to secure jobs in the community and to develop supports that are based on resources intrinsic to these work places. Personal profiles, illustrating individual interests, strengths, and needs were developed through an inclusive planning process which facilitated the involvement of family and friends in creating options to help the student transition from school to adulthood. The project also explored methods to recruit, train, and reimburse co-workers for providing job supports. Transitional task forces, including parents, educators, and human service professionals were established within each of the participating school districts to develop systems change strategies.

44.
Correia, Anisio; & Dellinger, Lynne (1992).

Final report. A collaborative model: Education rehabilitation and business. A bridge to independence for visually impaired youth. Philadelphia: Associated Services for the Blind. (Comp. No. 84.158N - OSERS File No. 237)

final reports / Pennsylvania / visual impairments / interaction cooperation

This project was designed as a model demonstration project for assisting visually impaired youth in southeastern Pennsylvania to make the transition from high school to employment or higher education and independent living. Associated Services for the Blind, the lead agency, coordinated the efforts of educators, rehabilitation agencies and employers in the metropolitan Philadelphia area. This project directly reached two hundred and fifty individuals concerned about the transition process for visually impaired youth. This group included adolescents with visual impairments (many of whom had other disabilities as well), parents, teachers, and state agency representatives. Thirty-one visually impaired adolescents participated in the intensive transition preparatory part of this project. This segment, which occurred in the summers, entailed transition readiness assessment; four weeks of agency-based training in associated job skills such as orientation and mobility, communication skills, computer technology, employment readiness, and various daily living skills; and in addition, four weeks of vocational exploration through community job placement.

45.
Associated Services for the Blind (Prod.) (1991).

Transition project video 1991 [videocassette]. Philadelphia: Producer. (Comp. No. 84.158N - OSERS File No. 237)

video productions / visual impairments / Pennsylvania

This 13-minute video describes the ASB (Associated Services for the Blind) transition project which serves visually impaired students, ages 15-21. Offered year-round, this program is run in two-week sections. Foci of the multifaceted program include employability readiness, computer literacy, orientation and mobility, sewing, money management, and employment skills. Maura Sutherland, Project Coordinator, and several of the staff talk about the project. Activities of the students are shown.

46.
Lichtenstein, Stephen; & Nisbet, Jan (1992).

Following the lives of young adults with disabilities in New Hampshire: Final report. Durham, NH: University of New Hampshire, Institute on Disability/UAP. (Comp. No. 84.158R - OSERS File No. 205)

final reports / New Hampshire / follow-up studies

This four-year research study tracked over 350 young adults with disabilities as they exited public high schools in New Hampshire. The major sample, drawn from three graduating classes (1989, 1990, and 1991) were surveyed by telephone and a smaller number were interviewed for the purpose of developing case studies on students with severe disabilities and those who dropped out before graduating.

The research focused on a number of outcomes. Most notably, educational, employment, community living, level of financial independence, leisure/recreation activities, postsecondary education and job training options, and utilization of specific and generic transitional and community services.

One major outcome associated with the management of the project was that policy makers found that outcome data could be collected in an efficient and cost-effective manner.

47.
Employment Opportunities, Inc. (1992).

Project POWER: Final report. Raleigh, NC: Employment Opportunities, Inc. (Comp. No. 84.158N - OSERS File No. 234)

final reports / North Carolina / traumatic brain injury (TBI) / severe disabilities / community-based instruction (CBI) / Project POWER

Employment Opportunities, Inc. is a private, nonprofit agency which provides community-based vocational services to persons with moderate and severe developmental disabilities, including traumatic brain injury. Project POWER was a project designed to provide a full range of transitional services to assist students with severe developmental disabilities to obtain and maintain satisfying remunerative jobs prior to graduation. The project model proposed vocational training for students, beginning at age 16 and continuing through age 19. Vocational services were augmented by social, leisure, and community training in order to enhance community integration and job retention.

48.
Stewart, Arlene C.; & Wilcox, Libby P. (1992).

The Southern Appalachian Transition Education Project: Final report. Cullowhee, NC: Western Carolina University. (Comp. No. 84.078C - OSERS File No. 246)

final reports / North Carolina / physical disabilities / learning disabilities / postsecondary education / SATEP

The Southern Appalachian Transition Education Project (SATEP) at Western Carolina University (WCU) was a three-year grant funded by the Office of Special Education and Rehabilitative Services (OSERS). This grant was written to provide technical assistance to secondary and postsecondary schools in helping prepare their students with disabilities for transition. The goal of the grant was to help assure equal opportunity to all persons with physical and learning disabilities as they move from high school into higher education and, ultimately, into jobs and careers. SATEP provided education and resources to special educators, general educators, counselors, and administrators in 29 public school systems and 16 colleges in southern Appalachia. Services were based on needs identified by the Learning Disabilities Training Project, a program hosted by Western Carolina University between 1986 and 1989 and on a needs assessment process conducted by the project.

49.
Mahoney, Brennan (1992).

A transition model for supported employment services: Final report. Albuquerque: Albuquerque Public Schools, Transition Services Project. (Comp. No. 84.158N - OSERS File No. 196)

final reports / New Mexico / supported employment / severe disabilities / Transition Services Project

The Transition Series Project (TSP) was designed to provide school-based, supported employment services to students with severe disabilities within the Albuquerque Public Schools. The four major goals of TSP were:

1. Increase competitive employment for students with severe disabilities exiting the Albuquerque Public Schools by implementing a school-based, supported employment, model demonstration project.
2. Train paraprofessionals to provide job coaching services.
3. Develop and disseminate manuals and outcomes.
4. Develop resources to assure project continuation.

50.
Price, Lynda; & Collins, Terence (1992).

Project Extra: Final report. Minneapolis: University of Minnesota General College. (Comp. No. 84.078C - OSERS File No. 242)

final reports / Minnesota / mild disabilities / assessment techniques / Project Extra

This final report summarizes the three components of the Project Extra transition model:
1. One component provides an intensive transition intervention to youths with mild disabilities in secondary settings.
2. The second component is a comprehensive student assessment system for students with mild disabilities at Northeast Metro Technical College.
3. The third component is on-going data collection and analysis which explores both the transition process of adolescents and adults with mild disabilities and the implementation of a structured retention system within the least restrictive environment of a postsecondary vocational educational setting.

In its three-year cycle, many transition-related methods, materials, ideas, and forms of staff training were created and disseminated nationally.

51.
Project Extra (1992).

In their own words [Videocassette]. Minneapolis: University of Minnesota General College. (Comp. No. 84.078C - OSERS File No. 242)

video productions / Project Extra / Minnesota / postsecondary education

This videocassette is Appendix 11 of the Project Extra final report. The program features five first-year college students talking about their transition experiences. They each address their learning disability, their strengths and limitations, their experiences, and services available for students at the post-secondary level.

52.
Simpson, Richard L.; & Zionts, Paul (1992).

Autism: Information and resources for parents, families, and professionals. Austin, TX: Pro-ed, Inc.

autism / parent involvement

This book is primarily designed for parents and family members of children with autism, persons interested in learning more about autism, and professionals who may have occasional contact with children and youth with autism. Thus, it is intended for "nonexperts" in the field of autism. The authors attempt to give readers an overview of concepts and characteristics of autism: background on the disorder; and alternatives, considerations, and strategies for obtaining education, treatment, and support.

53.
Nelson, C. Michael; & Pearson, Cheryll A. (1991).

Integrating services for children and youth with emotional and behavioral disorders (Current Issues in Special Education, No. 1). Reston, VA: The Council for Exceptional Children.

emotional disorders / behavior disorders / interagency cooperation / program development

This book provides an information base for policy and program planners interested in developing collaborative interagency programs for children and youth with emotional and behavioral disorders (EBD). Its focus is on children and their families who are effected by EBD to the extent that they require multiagency planning and services to meet their needs. Considerations are presented in planning and developing interagency programs, as well as program models, research data, and information concerning resources. Guidelines for program development also are provided. A resource list of people, places, programs, and sources is included.

54.
Vallecorsa, Ada L.; deBettencourt, Laurie U.; & Garriss, Elizabeth (1992).

Special education programs: A guide to evaluation. Newbury Park, CA: Corwin Press, Inc.

special education / evaluation

This book is part of a six-volume series for evaluation programs and services in today's K-12 schools. This book shows how evaluation information helps one:
1. document needs and support requests for resources;
2. reveal program strengths and weaknesses and make informed, effective decisions on changes needed (or not needed);
3. compare promising program alternatives by pretesting and collecting data on a limited basis and determining effectiveness before widespread implementation; and

4. diagnose aspects of programs that must be improved to pass a mandated external review.

55.
Parker, Randall M.; & Szymanski, Edna Mora (Eds.) (1992).

Rehabilitation counseling: Basics and beyond (2nd Ed.). Austin, TX: Pro-Ed, Inc.

rehabilitation counseling / vocational rehabilitation / personnel preparation

This second edition of Rehabilitation Counseling: Basics and Beyond focuses on what the successful professional practitioner in this position needs to know and do. Coverage is provided on the background, processes, clientele, resources, goals, and methods.

This book provides a basic orientation for rehabilitation students. It provides a condensed but broad foundation coverage for both preprofessional education and in-service programs.

56.
Henderson, Cathy (1992).

College freshmen with disabilities: A statistical profile. Washington, DC: American Council on Education, HEATH Resource Center.

postsecondary education / data analysis

This profile overviews college freshmen with disabilities. Data were taken from an annual national survey, and focuses on disability type, differences between men and women, race, ethnicity, etc. Among students with disabilities, those reporting a learning disability are the fastest growing group.

57.
Harrington, Thomas F. (1982).

Handbook of career planning for special needs students. Austin, TX: Pro-Ed, Inc.

career development / program development / counseling theory

This text covers career development theories, career and employability planning, hiring and job placement issues, and relates these to individuals with disabilities and special needs. Strategies and approaches to facilitate planning at all levels are included.

58.
Pratt, Carlos W.; & Gill, Kenneth J. (1992).

Developing interagency in-service training. Psychosocial Rehabilitation Journal, 16(1), 3-11.

interagency cooperation / personnel preparation / psychiatric disabilities

Eight psychosocial rehabilitation programs from Northern New Jersey have developed an ongoing collaborative in-service staff training program. A needs assessment process identified training deficits common to all programs. Teams of senior staff members from the programs conducted training sessions for selected staff members. Results of a qualitative evaluation suggest that staff members gained motivation, knowledge, and increased awareness of psychosocial rehabilitation as a profession. New staff members perceived the training as evidence that they are highly valued as professionals by their agencies. Through this cost effective sharing of resources, high-expertise training was provided with additional funding. The success of this training demonstrates the need for including psychosocial rehabilitation curricula in undergraduate and graduate education.

59.
Wagner, Mary; Newman, Lynn; & Shaver, Debra (1989).

The National Longitudinal Transition Study of Special Education Students: Report on procedures for the first wave of data collection (1987). Menlo Park, CA: SRI International.

NLTS / program implementation / data collection

The NLTS is unique in the field of special education transition research, both in size and complexity. The diversity of young people included (in terms of age and disability category), the number of data sources accessed, and its national scope all required that the NLTS break new ground in research methodology. To document several aspects of the study methods, the NLTS is producing a series of three reports that describe (1) the sample and the study's design limitations, (2) data collection procedures, and (3) measurement and analysis approaches.

This report documents the data collection and data processing procedures used in developing the primary database for the NLTS. In doing so, the report is intended to serve two purposes. First, knowing how the data were collected and handled provides a context for various audiences to understand the nature and meaning of the findings the study generates. Also, documenting data collection experiences from a study that is this large and complex can provide useful guidance to other researchers who may be working in the transition arena now or in the future. Establishing comparability of data items and collection procedures

between state or local studies and the NLTS can strengthen the confidence in findings synthesized from the many studies of transition going on in special education research.

60.
Wagner, Mary (1990).

The school programs and school performance of secondary students classified as learning disabled: Findings from the National Longitudinal Transition Study of Special Education Students (Paper presented to Division G, at the Annual Meeting of the American Educational Research Association, Boston, Massachusetts). Menlo Park, CA: SRI International.

learning disabilities / secondary education / NLTS

This paper presents findings from the NLTS regarding youth who, in the 1985-1986 school year, were classified as learning disabled by the school or school district from which they were selected. Three issues are addressed. First, the characteristics of students are described. It is important to understand the educational challenges students with learning disabilities present to their teachers and schools as a context for discussion of their educational placements. This is followed by a description of the educational programs and support services provided students classified as learning disabled during their most recent year in secondary school. To what extent were students with learning disabilities already receiving instruction in regular education classrooms? What help did they receive to succeed there? Finally, several aspects of students' secondary school performance are examined. How were they doing in school? What factors are associated with students who exhibited better school performance, as opposed to those receiving failing grades or, ultimately, dropping out of school? Answers to questions such as these provide an empirical backdrop for discussions among regular and special educators concerning how one subgroup of students they both serve, students classified as learning disabled, can best be helped to achieve success in their secondary school experiences.

61.
Javitz, Harold S.; & Wagner, Mary (1990).

The National Longitudinal Transition Study of Special Education Students: Report on sample design and limitations, wave 1 (1987). Menlo Park, CA: SRI International.

NLTS / program implementation / sampling techniques

This is the second in a series of three methodology reports documenting procedures used to obtain and analyze nationally

representative data concerning the transition of secondary school special education students to early adulthood.

62.
Wagner, Mary; & Cox, Robert (1991).

Parents' reports of students' involvement with vocational rehabilitation agencies in the first years after secondary school: A report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

parent involvement / vocational rehabilitation / follow-up studies / NLTS

This report examines the extent to which young people with disabilities were reported by parents to have received services from one adult service agency, the Vocational Rehabilitation Agency, during the first few years after secondary school. The authors consider the following questions:

1. To what extent did parents report that young people with disabilities applied for services from Vocational Rehabilitation (VR) agencies in the early years after high school?
2. What characteristics of youth, their households, and/or their schools were related to higher reported rates of applying for services from VR agencies?
3. To what extent were applicants for VR services reported by parents to have received services from VR?
4. How did youth who were reported by parents to have received VR services differ from applicants who did not receive them?
5. How did the rate at which youth applied for and received VR services change as more time elapsed since youth left secondary school?

63.
Wagner, Mary (1991).

The benefits associated with secondary vocational education for young people with disabilities (Paper presented to the Vocational Education Special Interest Group, at the annual meeting of the American Educational Research Association, Chicago, Illinois). Menlo Park, CA: SRI International.

NLTS / vocational education / outcomes of education

This paper reviews the extent to which students with disabilities attending regular secondary schools were involved in vocational education. The intensity of course-taking and aspects of the content of their vocational education also are described. The paper then focuses on the question of whether students who participated in vocational education exhibited better outcomes, both in school and in the first years after high school.

64.
Newman, Lynn (1991).

The relationship between social activities and school performance for secondary students with learning disabilities (Paper presented to the Social Context of Education Division, at the annual meeting of the American Educational Research Association, Chicago, Illinois). Menlo Park, CA: SRI International.

social integration / learning disabilities / NLTS

In examining the social activities of secondary school students with learning disabilities, the authors focus primarily on the frequency with which youth saw friends socially and the extent to which they belonged to school or community groups. The paper begins with a description of these social experiences, and then focuses on their relationship to two dimensions of school performance for students with learning disabilities:

1. engagement in the educational process, as measured by students' school attendance (number of days absent from school) and,
2. grade performance, as measured by whether the student received one or more failing course grades.

These two measures of school performance (high absenteeism and grade failure) have been found to be among the strongest predictors of students with disabilities dropping out of school.

65.
Wagner, Mary (1991).

Dropouts with disabilities: What do we know? What can we do? Menlo Park, CA: SRI International.

dropouts / NLTS

In this report, findings from the NLTS suggest four key points regarding school completion for students with disabilities:

1. A sizable percentage of students with disabilities drop out of school -- a significantly higher percentage than among typical students. The dropout problem is particularly acute for students with certain disabilities -- those classified as seriously emotionally disturbed, learning disabled, speech impaired, or mentally retarded (who are 90% of students in secondary special education).
2. Dropping out of school is the culmination of a cluster of school performance problems, including high absenteeism and poor grade performance.
3. A variety of student characteristics and behaviors are associated with poor school performance and a higher likelihood that students will drop out. Understanding these risk

factors can help schools target dropout prevention programs to students most prone to early school leaving.

4. Dropping out is not a function solely of student and family factors. There are significant relationships between aspects of students' school programs and student outcomes. Schools can make a difference in their students' performance. Schools can increase the likelihood that students will finish school.

66.
Marder, Camille; & D'Amico, Ronald (1992).

How well are youth with disabilities really doing? A comparison of youth with disabilities and youth in general: A report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

NLTS / program evaluation / outcomes of education

The findings in this report give a solid basis for concluding that, on average, young people with disabilities are not doing as well as their counterparts in the general population along a number of dimensions. A comparison of 15- through 21-year-old youth with disabilities and youth in the general population who were in secondary school or had been out of school less than two years shows that:

1. More exiters with disabilities left secondary school by dropping out.
2. Fewer dropouts with disabilities completed GEDs.
3. Fewer graduates with disabilities attended postsecondary schools, although about the same percentage attended postsecondary vocational schools.
4. Fewer youth with disabilities had paid jobs, both during and after secondary school.
5. More employed youth with disabilities worked part-time and in low-status jobs.
6. Fewer out-of-school youth with disabilities achieved residential independence.
7. More youth with disabilities were arrested.

Although programs designed to ameliorate or compensate for the effects of disability may be helping many young people achieve better transition outcomes than would be possible without such services, young people with disabilities as a group continue to experience significantly less favorable outcomes.

67.
Wagner, Mary (1992).

Being female -- a secondary disability? Gender differences in the transition experiences of young people with disabilities (Paper presented to the Special Education Special Interest Group,

at the annual meeting of the American Educational Research Association, San Francisco, California). Menlo Park, CA: SRI International.

gender issues / NLTS

This paper synthesizes findings from the NLTS regarding one such factor that distinguishes the experiences of youth both in secondary school and in the early postschool years -- gender. Although much research on adolescents in the general population emphasizes the marked differences between young men and young women in many domains of their lives, research and programming in special education has not given gender differences similar attention. Yet, NLTS findings demonstrate that the experiences of young women with disabilities differ significantly from those of their male counterparts during secondary school and in the early years afterward.

NLTS findings are presented in response to the following questions regarding the experiences of males and females with disabilities:

1. How do the patterns of experience of males and females with disabilities differ in the early years after leaving secondary school?
2. Other than gender, what helps explain differences between males and females with disabilities in their postschool experiences?
3. What are the implications for policy and programming of NLTS findings regarding gender differences?

68.
Newman, Lynn (1992).

Hispanic secondary school students with disabilities: How are they doing? (Paper presented to the Hispanic Research Issues Special Interest Group, at the annual meeting of the American Educational Research Association, San Francisco, California). Menlo Park, CA: SRI International.

Hispanics / NLTS

Findings from the NLTS suggest that, in many areas presented in this framework, Hispanic youth with disabilities often faced more obstacles than did other youth with disabilities. This paper will focus on the secondary school stage of the transition process, describing the experiences of Hispanic youth with disabilities, and how these experiences differed from those of their black and white peers, in each area of the secondary school section of the conceptual framework. The paper begins with a description of individual and family background characteristics, such as disability category, functional skill, youth demographics, and household characteristics. It continues with a description of several dimensions of students' secondary school experi-

ences, including school characteristics, such as size and urbanicity, and school policies and practices regarding instructional placement and vocational education services and programs. The paper then focuses on several aspects of student school performance and activities that have been found to be related to vocational and instructional placement experiences, including absenteeism, school completion, employment during secondary school, and participation in extracurricular activities.

69.
Gilbride, Dennis D. (1993).

Parental attitudes toward their child with a disability: Implications for rehabilitation counselors. Rehabilitation Counseling Bulletin, 36(3), 139-150.

parent attitudes / vocational rehabilitation

Parents of children with disabilities with more positive attitudes were found to have higher vocational and social expectations for their children.

70.
Kaplan, Steven P. (1993).

Five-year tracking of psychosocial changes in people with severe traumatic brain injury. Rehabilitation Counseling Bulletin, 36(3), 151-159.

traumatic brain injury (TBI) / psychosocial development / follow-up studies

The current study involved a group of 25 individuals with severe brain injury and their significant others, all of whom were interviewed one, three, and five years after injury. Results showed a trend of improvement in psychological and social functioning between one and five years. Physical capabilities were significantly improved between first and third years. Many participants continued to have deficits in certain psychosocial areas.

71.
Kelley, Susan D. M. (1993).

Training needs in vocational assessment and adjustment: Organizational and occupational perspectives. Rehabilitation Counseling Bulletin, 36(3), 160-176.

vocational training / vocational evaluation / community integration

Training needs in community-based vocational and adjustment services are examined from organizational and occupational perspectives. Findings suggest that vocational tasks related to community integration are perceived differently across rehabilitation employment settings and across occupational classifications within those settings. Implications for preservice and in-service training are discussed.

72.
Bragg, Debra D. (Ed.) (1992).

Alternative approaches to outcomes assessment for postsecondary vocational education. Berkeley, CA: National Center for Research in Vocational Education.

assessment techniques / outcomes of education / vocational education / postsecondary education

This book discusses innovations in outcomes assessment for postsecondary education, especially vocational education, that have been identified during a two-year research effort of the National Center for Research in Vocational Education (NCRVE) site at the University of Illinois. Research has involved a wide range of two-year public and private community and technical colleges across the United States where the authors have had the opportunity to study and learn how assessment approaches have been employed. Although it is impossible to fully report the breadth and depth of the research findings, the authors have attempted to share the most important findings to assist the reader in pursuing future outcomes assessment endeavors. Ideas reported here represent what the authors believe are some of the newest and most promising ideas in how to conceptualize and conduct outcomes assessment in two-year postsecondary educational institutions.

73.
Terhaar-Yonkers, Marge (1989).

The social interaction of mainstreamed high school students: An ethnographic inquiry. Ph.D Dissertation, University of Tennessee, Knoxville.

social integration / secondary education / mainstreaming

This ethnographic study examined the social interaction of mainstreamed and nondisabled learners at McArthur High School. The researcher studied the relationship between social interaction and context and the meanings held by McArthur students and teachers. Participant observation, structured and unstructured interviews, and artifact collection were the methods used to obtain these descriptions. The study was divided into three

phases, each focused on a specific component of social interaction: peer interaction, reported standards which shape interaction, and standards negotiated in action, "standards in action." For each of the phases, descriptions were provided and comparisons were made between mainstreamed and nondisabled learners.

74.
Callan, Shirley Forrest (1988).

To drop out or not: At-risk students' perspectives and experiences. Ph.D. Dissertation, Harvard University.

dropouts / secondary education

Ethnographic methods are used in the natural setting of a public high school to explore and understand how a group of white, middle class, at-risk students, participating in a dropout prevention program, describe and understand their educational experiences in relationship to their remaining in or leaving school. Particular emphasis is placed on the communication patterns and interactions between school authorities and students in dealing with issues of authority or school rules.

75.
Albin, Joyce M. (1992).

Quality improvement in employment and other human services: Managing for quality through change. Baltimore: Paul H. Brookes Publishing Co.

human services / community integration / quality improvement

This book is about a new approach to improving quality in services. This new approach, known by a variety of names such as "Total Quality Management," "Quality Improvement," and "Total Quality Control," is referred to here as "Continuous Quality Improvement." Although it was first explored in industrial and business settings, Continuous Quality Improvement offers strategies to personnel in human services, the public sector, and elsewhere for improving personal and organizational performance while managing organizations in an environment of continuous change. The information in this book will be helpful to personnel in many different fields who have a role in providing services. Continuous Quality Improvement is a philosophy of management, and, therefore, it may be adopted in any organization by the personnel who have an ongoing commitment to improving the quality of what they do.

76.
Bruininks, Robert H.; Wolman, Clara; & Thurlow, Martha L. (1990).

Considerations in designing survey studies and follow-up systems for special education service programs. Remedial and Special Education, 11(2), 7-17, 46.

follow-up studies / special education / outcomes of education / program development

The improvement and modification of special education programs should be based, in part, on data about the postschool outcomes of students who were in the programs. For schools and districts, this requires an established, school-based follow-up system that incorporates both the tracking of students and the application of postschool follow-up study procedures. This paper examines considerations for designing a postschool follow-up system in special education. It focuses on survey research techniques, which are widely used in the investigation of the postschool adjustment of former students with disabilities. Specific considerations and applications of survey methodology, particularly as they relate to students with disabilities, include (a) identifying needed information; (b) mode of data collection; (c) questionnaire construction (wording and format, pretesting, reliability, and validity); (d) sample design; (e) contacting the sample; (f) response rates; (g) reporting survey procedures; and (h) tracking procedures. Sound procedures in designing and implementing follow-up systems for special education programs are discussed.

77.
Johnson, John R.; & Rusch, Frank R. (in press).

Integrated employment and vocational services for youths and adults with disabilities in the United States. In N. Bouras (Ed.), Mental retardation and mental health: The way ahead. Cambridge, UK: Cambridge University Press.

supported employment / policy analysis / program development

This chapter provides a review of the history, development, implementation, and vocational outcomes associated with the supported employment initiative in the United States.

78.
Johnson, John R.; & Rusch, Frank R. (in press).

Secondary special education and transition services: Identification and recommendations for future research and demonstration. Career Development for Exceptional Individuals.

special education / secondary education / policy analysis

A review of the literature and research involving the secondary transition of students with disabilities since 1984 was conducted to identify issues and concerns related to transition and generate recommendations that may be useful in developing directions for future research and demonstration activities. Recommendations were generated under seven areas of concern including drop-out prevention, student and parent involvement, transition planning, curriculum and instruction, best practices, transition policy, and future research and demonstration activities. Concerns and recommendations for future research and demonstration activities were also solicited from the field. A summary of all concerns and recommendations is provided to facilitate the development of policy and future demonstration activities involving the transition and postsecondary outcomes of students with disabilities.

79.
Johnson, John R.; & Rusch, Frank R. (1992).

Educational reform and special education: Foundations for a national research agenda focused upon secondary education. Submitted for publication.

educational reform / special education / literature review

In this paper, the authors review recent literature addressing education reform. In particular, they describe the context, attitudes, and perspectives of authors in relation to students with disabilities. Notably, they suggest several observations and implications related to the education of young people with disabilities. Finally, they recommend a cooperatively-focused agenda that is predicated upon the complete elimination of any distinction between regular and special education.

80.
Collet-Klingenberg, Lana Lee (1990).

Facilitating social skills using the cognitive-process approach. Master's thesis, University of Illinois at Urbana-Champaign.

social skills / vocational training / cognitive-process approach

The effects of a cognitive-process approach for teaching the social skills of appropriate responding to criticism was assessed across three individuals with moderate mental retardation, who were receiving vocational training. The self-perceptions of these individuals both before and after training were also assessed. A multiple baseline design across two of the participants and a multiple baseline design across components of the

process approach for the third participant were implemented. Generalization measures were gathered for untrained stimuli and in natural settings. Results indicated that two participants learned the process and successfully generalized their behavior across untrained stimuli. No generalization across settings was detected for any of the participants. These results are discussed with respect to the viability of using the cognitive-process approach to teach employment-related social skills to individuals with mental retardation.

81.
Rusch, Frank R.; Conley, Ronald W.; & McCaughrin, Wendy B. (1993).

Benefit-cost analysis of supported employment in Illinois. Journal of Rehabilitation, 59(2), 31-36.

cost-benefit analysis / supported employment / Illinois

This study analyzed the benefits and costs of supported employment in Illinois during a four-year period (i.e., 1987 through 1990). Benefits and costs were identified and valued from three perspectives: society's, taxpayer's, and supported employees'. During this four-year period, society received a return of $.91 for every $1.00 invested; taxpayers received a return of $.77; and supported employees increased their net earnings by 42%. During the fourth year of the project, the societal return was $1.09; the return to taxpayers was $0.89; and net earnings for supported employees increased by 57%. Changes in the costs and benefits of supported employment participants during this time period indicate that the continuation of this type of analysis is critical to an understanding of the progress of supported employment and to identifying ways of improving this emerging service delivery system.

82.
Powell, Thomas H.; & Moore, Stephen C. (1992).

Benefits & incentives for students entering supported employment. Teaching Exceptional Children, 24(3), 16-19.

supported employment / benefits / secondary education

This article provides teachers with an overview of the common benefits and work incentives as they affect supported employment placement for students with severe disabilities, including payment for necessary supports (state programs and the Department of Labor), protection of benefits (Social Security programs), and incentives to employers (the Targeted Job Tax Credits program and the Fair Labor Standards Act).

83.
Owen, Mary Jane (1992).

Consumer perspective on the preparation of rehabilitation professionals: Perplexing paradox or refreshing paradigms. Journal of Vocational Rehabilitation, 2(4), 4-11.

vocational rehabilitation / personnel preparation / consumer involvement

Social, political, and economic trends have reinforced the demand for self-determination by Americans with disabilities. Demographic factors and guarantees of civil rights have redefined what disabilities are perceived to be. This reorientation became possible as a result of advances in medical science and rehabilitation techniques and technology. No longer merely individual tragedies, disabilities have become common experiences and must be anticipated within all aspects of social planning. The medical model, with its patient role for those with disabilities, is no longer deemed appropriate to a population that has moved toward status as the newest minority with federal guarantees of its civil rights. This view requires new orientation in rehabilitation policy, priorities, and practice. To remain relevant, the rehabilitation field must prepare practitioners to move into mainstream community-based planning and service delivery. Additions to graduate curricula are essential. In the age following the Americans with Disabilities Act of 1990, as disability becomes everybody's business, consumers and customers of the knowledge and expertise of the rehabilitation field will make new demands on the profession.

84.
Walker, Martha Lentz (1992).

Rehabilitating a philosophy of rehabilitation. Journal of Vocational Rehabilitation, 2(4), 12-19.

vocational rehabilitation / supported employment / policy analysis

Common values and current conceptual differences among VR professionals, supported employment advocates, and consumers are discussed. Authentic empowerment, rather than political drama, is viewed as possible through professional preparation emphasizing thoughtful practice and multiple approaches to knowing.

85.
Hasazi, Susan Brody; Collins, Michael; & Salembier, George (1992).

Building and maintaining capacity: Creating a statewide system of professional development for supported employment professionals. Journal of Vocational Rehabilitation, 2(4), 20-27.

personnel preparation / supported employment / program development

Over the past decade, vocational opportunities for individuals with severe disabilities have expanded as a result of supported employment. Concurrent with the initiation of supported employment was the need to prepare professionals skilled in the delivery of supported employment services across a range of agencies. In order to ensure that professionals responsible for providing supported employment services demonstrated the necessary skills, knowledge, and attitudes, new and revised graduate training programs and in-service training and technical assistance mechanisms emerged. This article describes the development and implementation of a statewide system of professional development designed and maintained through the collaborative efforts of state and community agencies and the University of Vermont for the purpose of facilitating systems change.

86.
Patterson, Jeanne Boland (1992).

Graduate-level preparation of rehabilitation counselors. Journal of Vocational Rehabilitation, 2(4), 28-34.

rehabilitation counseling / personnel preparation

This article provides an overview of factors that influence graduate rehabilitation counseling programs, issues related to program development, and models of rehabilitation counselor education. The proposed model graduate rehabilitation counseling program which focuses on knowledge, skills, and instructional methodology, includes increased attention to the foundation areas of rehabilitation counseling, the development of critical thinking skills, and increased use of instructional technology for skills development.

87.
Schaller, James L.; & Szymanski, Edna Mora (1992).

Supported employment, consumer choice, and independence. Journal of Vocational Rehabilitation, 2(4), 45-50.

supported employment / self-determination

Issues related to consumer choice in supported employment are discussed in this article. Four principles of intervention and six standards for evaluation of placement are provided to assist professionals in implementation of supported employment services that facilitate individual choice and independence.

88.
Hanley-Maxwell, Cheryl; & Millington, Michael (1992).

Enhancing independence in supported employment: Natural supports in business and industry. Journal of Vocational Rehabilitation, 2(4), 51-58.

natural supports / employment specialists / self-determination

Independence-related issues are the topics of the day in supported employment discussions. These issues find their roots in earlier discussions of the principle of normalization and other related principles. Today's discussions revolve around the achievement of full employment access and the integration of people with severe disabilities in the most normalized manner possible. This article discusses two facets of enhancing independence: first, increasing access to employment settings and the community in general as a result of the enactment of the Americans with Disabilities Act; second, identifying naturally available support systems in today's business and industry settings. The roles of employment specialists in service provision within the context of naturally available resources and the limitations related to the use of these resources are also discussed.

89.
Halloran, William D.; & Johnson, Wendell (1992).

Education-industry collaboration: Guidelines for complying with the Fair Labor Standards Act. American Rehabilitation, 18(4), 21-23.

Fair Labor Standards Act (FLSA) / education-work relationship

This article describes guidelines which were issued prior to the beginning of the 1992-93 school year by the U.S. Department of Education and DOL which detail the criteria to be met by education agencies to ensure that programs operate in compliance with FLSA. The guidelines should be of significant value to groups in business and industry that participate in the community-based vocational education programs.

90.
Moery, Kathryn (n.d.).

After high school ...? BUILDING on today for tomorrow: Designing and implementing a community-based, family-centered transition planning project. Chicago: The BUILDING Project, Family Resource Center on Disabilities. (Comp. No. 84.158S - OSERS File No. 259)

transition planning / community integration / family involvement

This manual is intended to provide specific information about the development of transition planning programs/services for high school youth and their families in the communities where they live. This model is based on the premise that both youth and family members need to be actively involved in every step of the transition planning process; that empowered families can access necessary transition and adult services needed for adult community participation after high school. The model also provides a framework for ensuring that requirements of the new mandate for transition under IDEA (the Individuals with Disabilities Education Act) are fully implemented and that transition planning is student-centered and family-focused.

91.
Goodman, Joan F.; & Bond, Lori (1993).

The individualized education program: A retrospective critique. Journal of Special Education, 26(4), 408-422.

individualized education program (IEP) / policy analysis

Although the original purpose of the Individualized Education Program (IEP) was for it to serve as an accountability device, it has become an instructional as well as evaluative mechanism. When the IEP was included in P.L. 94-142 legislation, proponents hoped that individualized programming would diminish categorical placements in favor of least restrictive environments, encourage parental participation in establishing and overseeing educational goals, and provide a method to evaluate children's progress on mutually agreed-upon objectives. The IEP was never intended to specify what or how teachers should teach. The IEP regulations make it difficult to pursue a child-directed, highly interactive teaching approach with ends left fluid. Suggestions are made for enlarging the construction of the curriculum and evaluation procedures by establishing multiple alternative objectives, using portfolios or videotapes for assessment, including narrative reviews for evaluation, and substituting as objectives, in some instances, methods rather than outcomes.

92.
Rynders, John E.; Schleien, Stuart J.; Meyer, Luanna H.; Vandercook, Terri L; Mustonen, Theresa; Colond, Josefina S.; & Olson, Kathleen (1993).

Improving integration outcomes for children with and without severe disabilities through cooperatively structured recreation activities: A synthesis of research. Journal of Special Education, 26(4), 386-407.

recreation and leisure / research synthesis / cooperative learning / inclusion

The use of cooperative learning strategies within integrated recreation activities has proven to be a powerful combination in facilitating the inclusion of children with and without disabilities. This article offers a synthesis of research in this area, addressing five interrelated questions with experimental findings that should assist program leaders to plan, direct, and sustain successful inclusionary recreation programs.

93.
Peters, Mary T.; & Heron, Timothy E. (1993).

When the best is not good enough: An examination of best practice. Journal of Special Education, 26(4), 371-385.

best practices / policy analysis / literature review

The term best practice is widely used by professionals in special education. However, various definitions, conceptualizations, and applications of the term presently exist. This article reviews and describes how best practice has been used and suggests that the term is misleading unless measurable criteria have been systematically applied. A single operational definition is proposed that focuses on (a) the theoretical basis for a procedure, (b) the integrity of the research design and the extent of systematic replication, (c) consensus with existing literature, (d) process and product outcomes, and (e) evidence of social validity. Implications for practitioners, researchers, and teacher educators are addressed.

94.
Zetlin, Andrea G.; & Murtaugh, Michael (1988).

Friendship patterns of mildly learning handicapped and nonhandicapped high school students. American Journal on Mental Retardation, 92(5), 447-454.

friendship / mild disabilities / secondary education

Participant observation techniques were employed in a high school setting to document the friendship patterns of 32 mildly learning handicapped and 32 nonhandicapped adolescents. Three features of friendship were examined: intimacy, empathy, and stability over time. Handicapped adolescents were found to have fewer friendships than did their nonhandicapped counterparts and less stable friendships. There was less evidence of intimacy and empathy between pairs of handicapped peers. Variation in friendship behavior within both populations was noted, and factors contributing to difficulties in achieving fuller friendship were discussed.

95.
Garber, Howard L.; & McInerney, Maurice (1991).

Parental involvement in the vocational education of special needs youth: An evaluation and planning guide. Annapolis Junction, MD: American Association On Mental Retardation.

parent involvement / vocational education / Wisconsin / preventive education

This manual also guides the development of model school-based family outreach programs within Wisconsin Local Educational Agency (LEA) districts. The model will provide extramural strategies for the home to complement existing vocational education services for youth with special needs.

96.
Fabian, Ellen S. (1992).

Supported employment and the quality of life: Does a job make a difference? Rehabilitation Counseling Bulletin, 36(2), 84-97.

supported employment / quality of life / Maryland / psychiatric disabilities

This study investigated quality of life for 110 individuals with severe mental illness participating in two supported employment programs in Maryland. Significant differences were noted for individuals in supported employment compared to those not working, as well as several other significant gains after job placement.

97.
Massey, Philip S.; Johnson, Judith E.; & Kirk, James E. (1992).

Making decisions: A practical guide for executives who manage programs for people with developmental disabilities. Annapolis Junction, MD: American Association on Mental Retardation.

program planning / human services

This publication is a guide for executives who manage programs for people with developmental disabilities. This guide outlines some of the competing principles, calls attention to health and safety issues, and offers tips for building coalitions and negotiating the interests of consumer, families, board members, employees, and community leaders.

98.
U.S. Department of Education, Office of Special Education and Rehabilitative Services, Division of Innovation and Development, Office of Special Education Programs (1991).

Thirteenth annual report to Congress on the implementation of the Individuals with Disabilities Education Act. Washington, DC: U.S. Government Printing Office.

Individuals with Disabilities Education Act (IDEA) / program evaluation / data analysis / special education

This is the thirteenth annual report that has been prepared to provide Congress with a continuing description of the nation's progress in providing a free appropriate public education for all children with disabilities.

The report is divided into four chapters:

Chapter 1 provides national statistics on numbers of children receiving special education and related services, numbers of children with disabilities receiving special education in various settings, the exiting status of special education students, and the numbers of school personnel available and needed to provide such services.

Chapter 2 discusses the implementation of Part H of IDEA which is designed to improve early intervention services for infants and toddlers with disabilities, and their families. The chapter also focuses on incentives for States to serve more children with disabilities between the ages of 3 and 5.

Chapter 3 describes the findings of a national study, sponsored by the Office of special Education programs (OSEP), of separate day and residential facilities that serve children and youth with disabilities.

The last chapter, Chapter 4, describes the provision of financial assistance to State and local educational agencies through formula and discretionary grant programs to support the delivery of services to children with disabilities, as well as

Federal efforts to review and monitor the development and implementation of State policies and procedures for educating children with disabilities.

99.
U.S. Department of Education, Office of Special Education and Rehabilitative Services, Division of Innovation and Development, Office of Special Education Programs (1992).

Fourteenth annual report to Congress on the implementation of the Individuals with Disabilities Education Act. Washington, DC: U.S. Government Printing Office.

Individuals with Disabilities Education Act (IDEA) / program evaluation / data analysis / special education

This is the fourteenth annual report that has been prepared to provide Congress with a continuing description of the nation's progress in providing a free appropriate public education for all children with disabilities.

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Chapter 1 provides national statistics on numbers of children receiving special education and related services, numbers of children with disabilities receiving special education in various settings, the exiting status of special education students, and the numbers of school personnel available and needed to provide such services.

Chapter 2 discusses the implementation of Part H of IDEA which is designed to improve early intervention services for infants and toddlers with disabilities, and for their families. Also part of this chapter are discussions of State incentives to serve more children with disabilities between the ages of 3 and 5, personnel issues, a description of early childhood activities supported through the Early Childhood Program for Children with Disabilities.

Chapter 3 describes the findings of a national study, sponsored by the Office of special Education Program (OSEP), the National Longitudinal Transition Study of Special Education Students (NLTS). One aspect of the NLTS, information on school completion status for students with disabilities, is presented in this chapter.

Chapter 4, the final chapter, describes OSEP's administrative and programmatic efforts to assist State and local educational agencies in educating all children and youth with disabilities.

100.
Fleming, Richard; & Sulzer-Azaroff, Beth (1992).

Reciprocal peer management: Improving staff instruction in a vocational training program. Journal of Applied Behavior Analysis, 25(3), 611-620.

peer involvement / vocational training / natural supports

To test the feasibility and utility of involving peers as sources of feedback, 6 subjects, instructors in a vocational program for adults with mental retardation, participated in a staff training and management program. Subjects' teaching interactions were assessed during baseline, in-service training (on effective teaching), return-to-baseline, peer management, and follow-up phases. Peer management was introduced in multiple baseline fashion across pairs of subjects. Members of each pair were trained to monitor peer teaching, to record and graph data, to provide feedback, and to set goals with the peer. Each pair then performed these procedures on the job for several weeks, during which time 4 of the 6 subjects increased their use of effective teaching methods (over baseline). However, inconsistencies in the magnitude and durability of these increases require that the study be viewed as inconclusive, although it has heuristic value as a promising model for involving co-workers in staff management programs.

101.
Repp, Alan C.; & Karsh, Kathryn G. (1992).

An analysis of a group teaching procedure for persons with developmental disabilities. Journal of Applied Behavior Analysis, 25(3), 701-712.

group instruction / Task Demonstration Model / severe disabilities

This study evaluated whether a concurrent group teaching procedure, in which all students respond simultaneously, could be used for persons with moderate or severe mental retardation. The teaching procedure used was the Task Demonstration Model, a program based on stimulus-control research and the fading techniques of behavioral psychology. Three teachers and three groups of students participated. Results showed that the teachers increased their rates of questions and instructions, positive feedback, and use of functional materials, but they reduced their rate of prompts to almost zero. Students increased their percentage and rate of correct responding as well as their engaged time. In addition, maladaptive responding, for which there were never any direct consequences, decreased from 45% to 10% for eight of the 14 students. Results are discussed primarily in two areas: (a) changing stimulus control from teacher prompts to

critical elements of the items being taught, and (b) reasons for the reduction of maladaptive behavior for eight of the subjects.

102.
Martella, Ronald C.; Agran, Martin; & Marchand-Martella, Nancy E. (1992).

Problem solving to prevent work injuries in supported employment. Journal of Applied Behavior Analysis, 25(3), 637-645.

problem-solving / supported employment / accident prevention

A problem-solving strategy was used to teach three groups of three individuals in supported employment how to prevent work-related injuries. The problem-solving strategy was taught in two training phases. The first training phase involved the use of cue cards, and the second involved the withdrawal of the cue cards. Interviews and staged generalization assessments in the participants' natural work environments were conducted before, during, and up to 12 weeks after training. In these assessments, situations were presented that were either similar or dissimilar to situations presented in training. Results of both the interviews and staged assessments indicated that the participants' newly acquired problem-solving skills generalized to similar and dissimilar situations.

103.
McCaughrin, Wendy B.; Ellis, Warren K.; Rusch, Frank R.; & Heal, Laird W. (in press).

Cost-effectiveness of supported employment. Mental Retardation.

cost benefit analysis / supported employment / Illinois

The purpose of this study was to assess monetary costs and benefits to individuals, taxpayers, and society as well as the cost-effectiveness of the nonmonetary benefit, quality of life, as a result of supported employment. Participants were 20 individuals from two Central Illinois agencies serving clients with developmental disabilities. Costs and effects were evaluated using benefit-cost and cost-effectiveness analyses. Supported employment was found to be cost-beneficial from the perspectives of the supported employee, the taxpayer, and society over a five-year-period as programs move from sheltered employment. In addition, for the nonmonetary benefit, quality of life, supported employment was also more cost-effective than sheltered employment.

104.
McNair, Jeff; & Kronick, Nancy (Eds.) (1992).

Issues in transition. San Bernardino, CA: California State University-San Bernardino, The Transition Specialists Program.

parent involvement / social skills / job development / cultural diversity

This compilation by the Transition Specialists Program covers such issues in transition as workplace support, cross-cultural transition, legal aspects of transition to employment, special needs job development, transition from institutional settings for children and youth with social problems, and parent involvement.

105.
Lyon, G. Reid; Gray, David B.; Kavanagh, James F.; & Krasnegor, Norman A. (Eds.) (1993).

Better understanding learning disabilities: New views from research and their implications for education and public policies. Baltimore: Paul B. Brookes Publishing Co.

learning disabilities / research synthesis / policy research

This book is intended for a wide range of audiences that includes active researchers, clinicians, teachers, methodologists, and administrators. Its focus is on promoting critical understanding of the factors necessary for a definition and classification for learning disabilities. The contents of the book are centered on the premise that scientific and clinical advances in the field must be based on an informed understanding of the critical conditions that must be in place if researchers are eventually to define and classify learning disabilities in a reliable and valid manner, develop theories that are open to empirical scrutiny, and provide efficacious interventions for students with learning disabilities within school and social contexts.

106.
Vogel, Susan A.; & Adelman, Pamela B. (Eds.) (1993).

Success for college students with learning disabilities. New York: Springer-Verlag.

learning disabilities / postsecondary education

This book provides case studies about students with learning disabilities enrolled at contrasting postsecondary settings. It is of interest to advanced undergraduate and graduate students,

to university research professors as well as to college service providers, counselors, psychologists, and diagnosticians.

107.
Sutton, Evelyn; Factor, Alan R.; Hawkins, Barbara A.; Heller, Tamar; & Seltzer, Gary B. (Eds.) (1993).

Older adults with developmental disabilities: Optimizing choice and change. Baltimore: Paul H. Brookes Publishing Co.

developmental disabilities / older adults

This book expands the existing knowledge base concerning people with developmental disabilities living into middle and late adulthood. Chapters are grouped into four major sections: health and medical issues, lifestyles and transitions, community living options, and service trends. The researchers, consultants, administrators, and consumers who contributed to this volume are associates in the Rehabilitation Research and Training Center (RRTC) Consortium on Aging and Developmental Disabilities, which was funded in 1988 by the National Institute on Disability and Rehabilitation.

108.
O'Neil, Harold F., Jr.; Allred, Keith; & Baker, Eva L. (1992).

Measurement of workforce readiness competencies: Design of prototype measures (CSE Technical Report 344). Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Graduate School of Education, University of California-Los Angeles.

testing and measurement / workforce readiness competencies /
The purpose of this report is to provide a context for the Secretary's Commission on Achieving Necessary Skills (SCANS), as well as to suggest a general methodology for measurement of workforce readiness.

109.
Rogan, Laura L.; & Hartman, Lenore D. (1990).

Adult outcome of learning disabled students ten years after initial follow-up. Learning Disabilities Focus, 5(2), 91-102.

learning disabilities / follow-up studies

Data are presented from a second follow-up of young adults who attended a private school for children with learning disabilities, and who participated in a follow-up study in 1974-1976. Responses were received from 68 (77%) of the 88 original study

participants. For purposes of this study, the group was divided into three subgroups: college graduates, high school graduates, and students who attended high school self-contained special education classes. Results of intelligence and achievement testing obtained at the time of initial follow-up are reported separately for the three groups. Information is presented on educational and technical-vocational experiences, employment and marital status, children, level of independence, and subjective feelings of satisfaction or dissatisfaction with the participants' present lives. Outcomes were favorable for most in the college and high school groups. Outcome results for the special education group were mixed. The authors concluded that among the variables contributing to a favorable outcome were intensive effective intervention during the elementary and middle school years, ongoing supportive tutoring or resource help during mainstream school attendance, counseling or therapy when needed, consistent parental understanding and support, and the absence of severely complicating neurological and emotional problems.

110.
Brand, Betsy (1992).

A focus on youths and adults with disabilities: Building effective program linkages between the Office of Vocational and Adult Education and the Rehabilitation Services Administration. American Rehabilitation, 18(3), 2-5, 33.

America 2000 / vocational education / vocational rehabilitation

This article was written in answer to a serious question regarding the education system in the United States, "Will the AMERICA 2000 strategy reach out to each and every student in the United States?" In order to ensure that students with disabilities receive the education that will allow them to compete effectively in the work force, the Office of Vocational and Adult Education (OVAE) and the Rehabilitation Services Administration (RSA) of the United States Department of Education have agreed to coordinate efforts to improve the education system for these students.

111.
Kaplan, Linda; et al. (1986).

Directions for Success: Career assessment and planning for learning disabled high school students, 1985-86. Burlington, MA: Middlesex Community College, Burlington Branch Campus. (ERIC Document Reproduction Service No. ED 275 384)

learning disabilities / career development / community colleges / Directions for Success

This four-part report describes Directions for Success, a school-college collaborative project between Middlesex Community College and 15 area school districts designed to provide learning disabled students and their parents with career assessment services and access to information which will enable them to make workable, long-range career plans. First, the 1985-86 annual report of the project is presented, including an introduction summarizing its second-year activities, accomplishments, and problems; changes proposed for 1986-87; and recommendations and suggestions. The next section provides a Career Assessment Model and a packet of career assessment materials for the learning disabled student. This packet includes a designated guidance counselor interview form, a special needs teacher intake form, a special needs teacher interview form, a student interview intake form, career assessment vocabulary lists, student self-assessment worksheets, career assessment resources, and a sample report form. The next section presents findings from a study conducted to gather midyear feedback from guidance counselors and special education staff from the 15 participating high schools. The final section summarizes major findings from a follow-up study of fifty-one 1984-85 participants to determine their current activities and whether the career assessment report had helped them.

112.
Johnson, Charlotte F.; & Stepp, Adelaide A. (1988).

Project Exploration: Search for Self. Fayetteville: University of Arkansas. (ERIC Document Reproduction Service No. ED 321 430)

Project Exploration / career development / learning disabilities / women

Project Exploration developed and pilot-tested a process for the career development of 21 learning-disabled (LD) women on the Fayetteville campus of the University of Arkansas. The project focused on enlightened self-awareness as well as the development of essential academic and behavioral skills. The project helped the women to gain knowledge of their strengths and weaknesses, develop strategies for accommodating learning differences and performance difficulties, gain knowledge about the world of work and the demands of specific careers, establish realistic goals for career growth, and develop skills for obtaining and retaining jobs. This report describes the theoretical foundation of the project and its methodology. Appendices contain assessment materials, a list of media resources for LD adults and adolescents, a checklist on planning events for LD adults, and guidelines for using audiotaped texts with LD students.

113.
Rochester, Jane O.; & Miller, Jan B. (1992).

Transition from school to career: A curriculum developed to facilitate the transition from college to the workplace for students with learning disabilities. [Charlotte, NC: Central Piedmont Community College.] (Comp. No. 84.078C - OSERS File No. 247)

curriculum / learning disabilities / postsecondary education / vocational training

This guide was developed for dissemination and replication as the vocational component of the project. The grant developed a generic model format of vocational training focusing on career exploration, job seeking skills, and job keeping skills which is designed to be used as a part of community college vocational programs and/or career counseling services. The materials are designed for use in whole or in part dependent on the requirements of the instructor or facilitator given the assessed needs of the students. Although the materials were designed to be utilized in workshops or class settings with individuals with learning disabilities, numerous applications within the framework of career counseling for college students would be equally feasible.

114.
Hoffman, F. James; Sheldon, Kenneth L.; Minskoff, Esther H.; Sautter, Scott W.; Steidle, Ernest F.; Baker, Deborah P.; Bailey, Mary Beth; & Echols, Laura D. (1987).

Needs of learning disabled adults. Journal of Learning Disabilities, 20(1), 43-52.

needs assessment / learning disabilities / vocational rehabilitation

The results of a needs assessment of learning disabled adults based on surveys of the perceptions of learning disabled adults, providers of services to learning disabled adults, and consumers or advocates for learning disabilities are presented. The results of the survey of the learning disabled adults, service providers, and consumers indicate that learning disabled adults have major academic, social, personal, and vocational needs that must be addressed if they are to attain adult competence. A comparison across all need areas indicated that service providers and consumers identified vocational needs involving securing an appropriate job and vocational rehabilitation services as the most critical need area of learning disabled adults, with a second need area involving learning disabled adults' poor self-concept, lack of self-understanding, and lack of self-

acceptance. Recommendations are made for services in academics, secondary and postsecondary vocational training, social skills, and counseling and psychotherapy.

115.
Enchelmaier, John Fredrick (1992).

Identification of model transition to employment program outcomes and activities for persons with disabilities. Ph.D. dissertation, University of Illinois at Urbana Champaign.

outcomes of education / model programs / success

This research sought to identify the most important legislatively implied outcomes and the activities contributing to their realization associated with model transition to employment programs funded through the Office of Special Education and Rehabilitative Services (OSERS) on behalf of the United States Department of Education.

This research identified 22 outcomes and associated activities considered to be the most important in addition to those now mandated in legislation. The outcomes were ranked according to the means generated and clustered according to whether the impact was at the individual/family level, the project level, the organization level or the community level. The five most important outcome statements were (a) the necessity of using individual transition plans, (b) demonstration of improved work opportunities, (c) continuation of the project beyond the federal funding period, (d) placement into competitive, integrated employment, and (e) the necessity of ensuring education and training for students with disabilities along side of non-disabled peers.

116.
Kelley, Susan D. M.; & Lambert, Selden S. (1992).

Family support in rehabilitation: A review of research, 1980-1990. Rehabilitation Counseling Bulletin, 36(2), 98-119.

literature review / family involvement / vocational rehabilitation

This article focuses on the functions of support in relation to adaptation to chronic illness or disability, quality of life factors, and employment. It reviews published empirical studies on family support in rehabilitation, including observational and nonrandomized intervention studies, case studies, surveys, and randomized controlled trials of support interventions. Methodological problems associated with some of these studies are discussed.

117.
Janikowski, Timothy P.; Bordieri, James E.; & Musgrave, Jack (1992).

The impact of vocational evaluation on client self-estimated aptitudes and interests. Rehabilitation Counseling Bulletin, 36(2), 70-83.

vocational evaluation / vocational rehabilitation

Vocational evaluation's impact on rehabilitation client self-estimated aptitudes and interests is examined. The results of a study of 73 clients at a comprehensive rehabilitation facility indicated that clients tended to overestimate aptitudes and interests in comparison to their tested levels, and the process of vocational evaluation had little effect on changing these self-perceptions.

118.
Cook, Judith A.; Jonikas, Jessica A.; & Solomon, Mardi L. (1992).

Models of vocational rehabilitation for youths and adults with severe mental illness: Implications for AMERICA 2000 and ADA. American Rehabilitation, 18(3), 6-11, 32.

vocational rehabilitation / psychiatric disabilities

To achieve and maintain community employment among people with severe mental illness rehabilitation technology has undergone significant development in the past two decades. The first wave of activity was fostered by the federal mandate for supported employment, which combined existing transitional employment strategies pioneered by psychosocial rehabilitation agencies to create increased community job placements for clients with mental illness. As a result, there is now a second wave of vocational issues, imperatives, and challenges faced by professionals and the mental health consumers they serve. This second wave has been stimulated by recent federal initiatives, such as AMERICA 2000, combined with new legislation, such as the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA). This article reviews the approaches that comprise both waves of research and program development in vocational rehabilitation for people with mental illness.

119.
Buchanan, Mary; & Wolf, Joan S. (1986).

A comprehensive study of learning disabled adults. Journal of Learning Disabilities, 19(1), 34-38.

learning disabilities / follow-up studies

Personal and educational histories and test data of 33 learning disabled adults were collected and analyzed. Characteristics of this population are described, and an analysis of the test data is presented. It was found that many of the characteristics of learning disabled youngsters described in the literature persist into adulthood. Some significant sex differences in the reasoning section of the Woodcock-Johnson Cognitive Ability Test and in math achievement are also reported. Issues related to understanding this population are discussed.

120.
Hughes, Carolyn (in press).

Teaching generalized skills to high school students with disabilities. In R. Gardner, III, D. M. Sainato, J. O. Cooper, T. E. Heron, W. L. Heward, J. W. Eshelman (Eds.), Behavior analysis in education: Focus on measurably superior instruction. Pacific Grove, CA: Brooks-Cole Publishing.

generalization / secondary education

This chapter presents a new approach to teaching community skills to students with disabilities. A generalization model has evolved over the past few years through efforts at systematic replication of a strategy that teaches people to act independently. Early on, Rusch and colleagues recognized that individuals must learn to respond to unpredictable as well as predictable situations, to the erratic events and fluctuating expectations that are likely to occur outside an instructional setting. Based on their research, investigators have developed a generalization model for teaching people the skills they need to respond to new situations that they have not previously encountered. The model combines traditional self-instruction with teaching multiple examples. The model has been effective at producing generalized responding across diverse skills such as problem-solving, task sequencing, and initiating and maintaining conversation. This chapter traces the emergence of the model from traditional direct instruction methods and suggests future areas of investigation.

121.
Siperstein, Gary N. (1988).

Students with learning disabilities in college: The need for a programmatic approach to critical transitions. Journal of Learning Disabilities, 21(7), 431-436.

learning disabilities / postsecondary education / Three-Stage Transition Model (TSTM) / program development

This paper describes the Three-State Transition Model (TSTM) of service delivery. The three transitions described in this

model that constitute a student's postsecondary career are as follows: (a) entering college; (b) managing the academic and social changes during college; and (c) exiting college to enter employment. These transitions are discussed in terms of the specific activities that colleges could implement if students with learning disabilities are to achieve success in a postsecondary environment and employment. Colleges that actively implement the components of the TSTM should realize many benefits: first, an increase in the number of students with learning disabilities who select college as an option; second, an increase in the number of students with learning disabilities who successfully complete college; and third, an increase in the number of students with learning disabilities employed after graduation.

122.
Emerson, John C.; & Jenkins, Joseph R. (1988).

Deriving job skills from the workplace: Employer survey results [Draft]. Manuscript, University of Washington, WJ-10, Seattle. (Comp. No. 84.158L - OSERS File No. 179)

employer attitudes / skill acquisition

During the fall of 1987, 109 Seattle area employers were interviewed concerning their hiring practices and valued worker behaviors. These employers were selected because they had been identified as having hired both learning disabled and nonhandicapped graduates of Seattle high schools over the past three years. Each employer was asked a series of questions related to how they find and select new employees; how they evaluate employees and what social skills do they consider exemplary or problematic. This information was used to develop a one semester job search and retention curriculum for mildly handicapped high school seniors. The results of the employer interviews have been summarized in 19 tables.

123.
Siperstein, Gary N.; & Bak, John J. (1988, March).

Improving social skills in schools: The role of parents. Exceptional Parent, 18-22.

parent involvement / social skills

This article describes how parents can influence social skills training in schools.

124.
Fairweather, James S.; & Shaver, Debra M. (1991).

Making the transition to postsecondary education and training. Exceptional Children, 57(3), 264-270.

postsecondary education / follow-up studies

A nationally representative sample of youth with disabilities who recently exited high school was studied to determine the participation of the youth in postsecondary educational programs. The results show that youth with disabilities participate in postsecondary programs at only one-quarter the rate attained by their counterparts without disabilities and at only one-third the rate attained by economically disadvantaged youth. The relationship of postsecondary education for youth with disabilities to long-term success in employment is yet to be determined.

125.
Nemec, Patricia B.; McNamara, Sue; & Walsh, Dale (1992).

Direct skills teaching. Psychosocial Rehabilitation Journal, 16(1), 13-25.

skill acquisition / psychiatric disabilities

As the field of community support and rehabilitation matures, and new program models and methods are developed, the need increases for knowledge about the various programs and methods. Recent literature suggests that interventions designed to develop client skills have a positive impact on client outcomes. While descriptions of the principles of skills training have been published, little has been written about the techniques of direct skills teaching. In this article, the principles of direct skills teaching are presented, its elements are described, and issues related to application with groups are discussed. Direct skills teaching is contrasted with skills training.

126.
DeStefano, Lizanne (1992).

Evaluating effectiveness: A comparison of federal expectations and local capabilities for evaluation among federally funded model demonstration programs. Educational Evaluation and Policy Analysis, 14(2), 157-168.

program evaluation / model programs / program implementation

The scenario of a federal funding source mandating the conduct and reporting of program evaluation activities has become

increasingly prevalent in education over the last two decades. Using the distinction between signaling and charged use, this article examines the issues that arose when a particular set of federally funded model demonstration projects, secondary/ transition projects funded by the Office of Special Education and Rehabilitative Services, were obligated by federal initiative to improve the amount, quality, and use of evaluation. These issues are organized into two areas: (a) the nature of federal expectations and need for evaluation data and (b) the extent of local capabilities to meet those expectations and provide evaluative data. Regulatory and methodological implications of the discrepancy between federal expectations and local capabilities are discussed.

127.
Program Design, Inc. (n.d.).

Supervising job coaches [2 manuals: trainer's guide and participant's guide]. St. Petersburg, FL: Author.

job coaching / personnel preparation

The overall goal of the Supervising Job Coaches Training Program is to improve the knowledge and skills of job coach supervisors in establishing policies and procedures related to the development and supervision of job coaches. This program addresses knowledge and skills needed by supervisors to: recruit and hire job coaches; train and support job coaches; monitor job coach performance; and evaluate job coach performance outcomes. The Trainer's Guide provides a trainer with all the information needed to successfully conduct a two-day training session on Supervising Job Coaches. The Participant's Guide contains the course agenda and materials.

128.
Black, Debra (1989).

A curriculum guide for supported employment educators. Tampa: University of South Florida, Center for Developmental Disabilities.

supported employment / personnel preparation / curriculum

This curriculum guide is designed to assist trainers/educators in the delivery of a specific course of instruction to employment specialists working in the field of community employment. It covers a broad range of topics pertinent to the job duties of employment specialists. The content included in the guide is organized in modules and thus can be adopted to the training needs of personnel with varying degrees of previous training and experience. The content is also adaptable to

various settings ranging from formal classroom instruction to on-the-job training.

129.
Wermuth, Thomas R.; & Cook, Judith A. (n.d.).

The impact of federal legislation on the transition of individuals with psychiatric disabilities from school to adult life. Community Support Network News. Boston: Center for Psychiatric Rehabilitation.

federal legislation / psychiatric disabilities / transition planning

This article outlines the transition definitions, mandates, and language from both IDEA and the Perkins Act of 1990 and discusses transition related issues specifically related to individuals with psychiatric disabilities.

130.
Goyette, Charles H.; & Nardini, Joseph C. (1985).

The learning disabled: A longitudinal study of the transition from school to work. Rehabilitation WORLD, 9(1), 27-28.

learning disabilities / follow-up studies

This article reviews a study that is examining the transition from school to work for one of the largest segments of the disabled population, the learning disabled.

131.
Hasazi, Susan Brody; DeStefano, Lizanne; Cravedi-Cheng, Lia; & Hock, Michael ([1991?]).

Vermont's Post-School Indicators Project: Final Report. Using satisfaction and student outcome information for program improvement. Burlington: University of Vermont, Department of Special Education. (Comp. No. 84.158R - OSERS File No. 207)

final reports / PSI (Post-School Indicators) Project / Vermont / charged use evaluation / follow-up studies

This final report describes a process designed to promote charged use of post-school outcome data involving collaboration among the Vermont Department of Education, the University of Vermont, and Vermont's local education agencies.

132.
Secretary's Commission on Achieving Necessary Skills (1992).

Learning a living: A blueprint for high performance. Washington, DC: U. S. Department of Labor, SCANS.

SCANS) /
final report / education-work relationship

This final report is in two parts. Part I, Learning a Living, describes the economic choices facing the United States, defines the workforce issue as SCANS understands it, and makes several recommendations to set the nation on the path to a high-performance future. Part I outlines the SCANS vision, describes how schools and the private sector can cooperate to create a high-performance economy capable of maintaining the nation's standard of living, and offers suggestions on how to proceed. In particular, it recommends that steps be taken to assure support for the continued development of the SCANS agenda.

Part II, A Blueprint for High Performance, provides a more detailed road map for those charged with the responsibility for the Commission's major concerns: educators, employers, and the designers of certification and assessment systems.

133.
Baggett, David William (1992).

Study of the University of Massachusetts at Amherst faculty's awareness of students with disabilities. Amherst: University of Massachusetts, Center for Counseling and Academic Development, Project I CAN. (Comp. No. 84.078C - OSERS File No. 305)

faculty / attitudes / University of Massachusetts / Project I CAN

The purpose of this study is to determine if there is a relationship among the following four factors: (a) faculty knowledge of disabilities; (b) faculty experience in teaching students with disabilities; (c) faculty attitudes toward students with disabilities; and (d) faculty member's academic discipline.

The study was designed to address the following research questions:

1. Is there a relationship between the faculty's knowledge of disabilities and the attitudes which faculty exhibit toward students with disabilities?
2. Is there a relationship between the faculty's experience in teaching students with disabilities and the attitudes which faculty exhibit toward students with disabilities?
3. Is there a relationship between a faculty member's academic discipline and the attitudes which that faculty member exhibits toward students with disabilities?

134.
Kiernan, William E.; & Lynch, Sheila (1992).

Employment opportunities for people with disabilities in the years to come. American Rehabilitation, 18(3), 12-19.

policy analysis / business and industry / demographics

This article looks at the changes which are having and will continue to have an impact upon attaining the National Education Goals and the accessing and maintenance of productive employment in the modern economy for people with disabilities.

135.
Bounds, Betsy; & Perino, Daniel M. (1993).

Project T-QUAL: Toward a quality transition. Final report. Tucson, AZ: Tucson Unified School district. (Comp. No. 84.158N - OSERS File No. 193)

Arizona / final reports / Project T-QUAL

The goal of Project T-QUAL was to assist students with moderate to severe disabilities to have a successful transition from school to employment and to become integrated into community environments. To achieve this goal, the project staff developed, demonstrated, and disseminated a comprehensive school and community-based vocational training model that prepared and placed students with severe disabilities into supported work prior to leaving school. To accomplish these outcomes, the following programmatic goals were completed:

1. To conduct a ecobehavioral assessment in community jobs in order to help students with moderate and severe disabilities to attain a successful person-environmental match;
2. To help students with moderate and severe disabilities to attain a quality of life;
3. To establish working partnerships with families that demonstrate a commitment to maximize independence;
4. To utilize intersector collaboration with employers to insure a smooth transition from school to work in integrated work settings.
5. To provide follow-up services to graduating students and dropouts.

136.
Strickland, Bonnie B.; & Turnbull, Ann P. (1990).

Developing and implementing individualized education programs (3rd Ed.). Columbus, OH: Merrill Publishing Company.

individualized education program (IEP) / program development

Educators need assistance and training to develop skills necessary to comply with IEP requirements. This book helps educators answer the question, how can I effectively carry out my responsibilities associated with the IEP? The book is organized into three major parts: (1) Procedural Guidelines for IEP Development, (2) Mechanics of IEP Development, and (3) Implementation of the IEP.

137.
Grayson, Thomas E. (1992).

Concept mapping. In Debra Bragg, (Ed.) Alternative approaches to outcomes assessment for postsecondary vocational education (Pp. 65-92). Berkeley, CA: National Center for Research in Vocational Education.

concept mapping / outcomes of education / vocational education

This chapter describes concept mapping, a practical approach to articulating how programs work and identifying program outcomes. Concept mapping is a bottom-up approach and results in a pictorial representation of what practitioners think about how their programs produce outcomes. By using a case study in concept mapping to conceptualize vocational education outcomes at Black Hawk College in Moline, Illinois, this practical approach to outcomes identification is illustrated.

138.
Heal, Laird W.; & Sigelman, Carol K. (1992, December).

Interviewing respondents who have limited mental ability. Paper presented at the International Symposium on the Assessment of Exceptional Children, Changhua, Taiwan, Republic of China.

interviewing techniques / mental retardation

Acquiescence (the disposition to answer "yes" regardless of the question asked) is a universal response bias committed by respondents to questionnaires and interviews, and this disposition is significantly more pronounced when persons of low status are questioned by high-status interviewers. Research on the acquiescence bias suggests that it can be reduced in respondents who are mentally retarded by replacing the usual "yes-no" question format with the "either-or" format. Enhancing the either-or choices with accompanying picture representations of each choice is beneficial in increasing these subjects' responding and in reducing their tendency to choose the latter of two either-or choices. "Nay-saying" (the disposition to say "no" regardless of the question asked), while less common than "yea-saying" (i.e., than acquiescence), was also noted for certain question formats and taboo topics. This review implies that question wording in

interviews with low-status populations requires careful attention.

139.
Heal, Laird W. (1992, December).

Current assessment practices in the United States: Norm referenced, criterion referenced and dynamic assessment. Paper presented at the International Symposium on the Assessment of Exceptional Children, Kao-Shiung, Taiwan, Republic of China

assessment techniques / special education

The primary features of three types of assessment -- norm referenced, criterion referenced, and dynamic -- are described and contrasted. Dynamic assessment, the most recent and least understood of the three, is featured in some detail. Dynamic assessment differs from both of the static approaches. Rather than produce a score that assumes stable competence, as with curriculum-based assessment, dynamic assessment produces a profile of competence and motivation that indicates the student's ability to profit from instruction and even the student's cognitive changes during guided learning. Each assessment type appears to have value in the complete assessment of special-needs learners.

140.
Kohler, Paula D. (in press).

On-the-job training: A curricular approach to employment. Career Development for Exceptional Individuals.

BEST program / Florida / curriculum / vocational training

Educators in Brevard County, Florida, included school-based vocational training and community-based on-the-job training as components of the BEST program, a vocational training and transition planning program for high school students with disabilities. The purpose of this study was to assess the effects of the on-the-job training curriculum upon student progress in three employment areas: work-related behaviors, generalized skill outcomes, and specific skill outcomes. A pre-test post-test model was used to assess changes in student skill levels; data were collected with a curriculum-based vocational assessment instrument. For each skill category, paired *t* tests indicated significant increases in the percentage of skills students were rated proficient. Results of the analysis of variance indicated significant differences between skill categories; post hoc results indicated that the greatest gains occurred in the specific skill outcomes category. Implications of study findings

pertaining to secondary curricula and paid work experience are suggested.

141.
Taylor, Humphrey; & Wurf, Nicholas (Project Directors) (1991).

Public attitudes toward people with disabilities. New York: Louis Harris and Associates, Inc.

attitudes / surveys

The aim of the present study is to provide policy makers, leaders of the disability movement, media, business people, and government officials with a better understanding of what the public knows about people with disabilities, how it feels about them and the way they are treated, and what, if anything, should be done to help open up more opportunities for participation in all aspects of life.

The survey examines these areas:

1. The public's contact with people with disabilities;
2. The public's feelings toward disabled persons;
3. Public knowledge of people with disabilities;
4. The extent of perceived discrimination against disabled people;
5. Increasing participation by disabled people;
6. The Americans with Disabilities Act of 1990;
7. The Calling on America Campaign.

142.
McGrew, Kevin S.; Thurlow, Martha L.; Shriner, James G.; & Spiegel, Amy N. (1992).

Inclusion of students with disabilities in national and state data collection programs (Technical Report 2). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

data analysis / inclusion / policy analysis / program evaluation

This report summarizes activities of the National Center on Educational Outcomes (NCEO) that are directed at determining the extent to which individuals with disabilities are involved in national and state data collection programs that are playing a pivotal role in the current measurement-driven reform movement. Inclusion of individuals with disabilities in the major national data collection programs was evaluated by identifying 30 different data collection programs that are receiving significant attention in the current reform initiatives. For this report, 9 of the 30 targeted national data collection programs were reviewed. The extent to which students with disabilities are included in state outcomes assessment activities was evaluated

through a survey of state directors of special education. Results and conclusions are described.

143.
Choisser, Lucy; & Kiburz, Paul (1991).

Early childhood through post-school transition planning: A comprehensive outcomes-based model for special education. Cedar Rapids, IA: Grant Wood AEA, Special Education Division.

transition planning / special education / program implementation

This guide attempts to describe an outcome oriented transition model and planning process that educators, families and community service providers have found feasible to implement, results in relevant educational interventions for individual students, and reflects promising practices in the field of education. The intent is to provide a "picture" of what promising practices may entail and the steps that will allow educators to paint this or a similar picture in their schools.

144.
Tutty, Leslie M.; Belanger, Jean-Marc; & Gregory, Bob (1993).

An evaluation of redirection through education: A psychosocial rehabilitation program for young adults with psychiatric disability. Psychosocial Rehabilitation Journal, 16(3), 9-25.

Redirection Through Education Program (RTE) / psychosocial rehabilitation

Both current (N=77) and former (N=46) Redirection through Education Program (RTE) students completed measures on self-esteem, social adjustment, symptomatology, and satisfaction with life domains. Current students responded during the first, eleventh, and twentieth weeks of the program (N=26). The results showed significant increases in self-esteem and social adjustment, and decreases in reported symptomatology for current students as they progressed through the program. Former RTE students demonstrated significantly higher levels of self-esteem, higher levels of functioning, and more satisfaction with life domains, as well as less symptomatology at follow-up, as compared to the total group of students upon entry to RTE.

145.
Holmes, Gary E.; Karst, Ronald H.; & Kuehn, Marvin D. (1992).

Community resource utilization in rehabilitation: The shape of the future. American Rehabilitation, 18(3), 23-25.

vocational rehabilitation / resource utilization

This article examines some of the ways in which rehabilitation professionals can meet the demands of the coming era and can conceptualize their own knowledge, skills, and values about timely resource utilization to allow them to provide future rehabilitation services in an orderly, individually-tailored fashion for maximum benefit.

146.
Dew, Donald W. (1992).

Vocational rehabilitation of drug-free youths. American Rehabilitation, 18(3), 20-22.

vocational rehabilitation / substance abuse

Rehabilitation service providers need to be equipped with information and skills needed to recognize substance abuse and to be able to assist their clients in dealing with this secondary disability. This article describes "Vocational Rehabilitation of Drug-Free Youth," an RSA-funded project, which focuses on the younger vocational rehabilitation client and strategies the vocational counselor can use for both younger and older clients.

147.
Task Force on Program Effectiveness in Special Education (1988).

The program effectiveness in special education task force report: Model for program quality in special education. Sacramento: California Department of Education, Division of Special Education. (ERIC Document Reproduction Service No. ED 314 897)

program evaluation / special education / indicators

This report summarizes findings and recommendations of a California Task Force on Program Effectiveness in Special Education. The 30 task force members were divided into committees to address four goals: (a) identify the mission of special education and describe the context in which special educatien programs operate; (b) delineate major desired outcomes for handicapped students; (c) specify effectiveness indicators for special education programs; and (d) recommend procedures for determining and ensuring special education program effectiveness. A conceptual model was adopted with planning-evaluation cycles, evaluation of student outcomes, and relationships between effectiveness indicators and student outcomes. The mission of special education is defined, and the provision of programs that increasingly lead to improve student outcomes is identified as central.

148.
Kohler, Paula D.; Johnson, John R.; Chadsey-Rusch, Janis; & Rusch, Frank R. [Eds.] (1993).

Transition from school to adult life: Foundations, best practices, and research directions. Champaign: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

transition planning / best practices / educational reform / special education / community integration

This collection of five papers deals with several transition related issues:

1. "Transition from school to integrated communities" (Chadsey-Rusch, Rusch, & O'Reilly);
2. "Best practices in transition: Substantiated or implied?" (Kohler);
3. "An analysis of exemplary transition programs: How and why are they selected? (Kohler, DeStefano, Wermuth, Grayson, & McGinty);
4. "Educational reform and special education: Foundations for a national research agenda focused upon secondary education" (Johnson & Rusch);
5. "Secondary special education and transition services: Identification of issues and recommendations for future research and demonstration." (Johnson & Rusch).

149.
Valencia Community College Center for Assessment and Training. (1991).

Faces of Employ "ABILITY". Orlando, FL: Producer. (Comp. No. 84.078C - OSERS File No. 210)

video productions / postsecondary education / vocational training

This 10-minute video shows successful placements in two area employment settings. Valencia Community College is a resource for employers who provide reasonable accommodations.

150.
National Information Center for Children and Youth with Disabilities (NICHCY) (1993).

Transition services in the IEP [issue title]. Transition Summary, 3(1). Washington, DC.

Individualized Education Program (IEP) / transition planning / Individuals with Disabilities Act (IDEA)

This TRANSITION SUMMARY takes a closer look at the definitions, mandates, and structure of transition services. Specifically, the first half of this issue addresses questions such as: What are transition services? When must school districts begin providing transition services? Who will determine what services are needed? How does the team determine what services are needed? Who will provide the services? and Where will the services be provided? The second half of this issue examines (a) recommended transition components to be included in the IEP, including an overview of current national trends regarding transition goal-setting; and (b) assessment issues surrounding transition planning in the IEP. Useful resources for parents and professionals are listed at the end of the issue.

151.
Adelman, Pamela B.; & Vogel, Susan A. (1990).

College graduates with learning disabilities - Employment attainment and career patterns. Learning Disability Quarterly, 13, 154-166.

learning disabilities / college graduates / outcomes of education

Educational attainment and employment patterns are reported for LD four-year college graduates who participated in a highly coordinated, comprehensive support program for college students with learning disabilities. The majority of graduates had majored either in education or business and management and held business-related jobs. Most graduates responded that their learning disabilities affected their work. Processing difficulties, including retention, amount of time required to complete work, and perception (particularly number and letter reversals), were the most common difficulties. The major compensatory strategies consisted of spending extra time to finish work, asking for assistance, and carefully monitoring work for errors. Even though the graduates indicated that their learning disabilities affected their work, an important finding is that they had developed compensatory strategies. Implications for service at the college level to enhance successful employment of individuals with learning disabilities are discussed.

152.
Division of Vocational Rehabilitation (Wyoming) (1992).

Parent/student transition handbook. Cheyenne: Division of Vocational Rehabilitation. (Comp. No. 84.158R - OSERS File No. 227)

handbooks / parent involvement / transition planning

This handbook has been developed for students, parents, and others to assist them in the transition planning of students who are receiving special education services. The purpose of this assistance guide is to make planning and implementation of transition services more effective. In turn, this will allow students with disabilities greater potential for success in the adult world.

153.
Institute on Community Integration (1992).

Transition to adult life for individuals with disabilities: Print and media resources. Minneapolis: University of Minnesota, College of Education, Institute on Community Integration (UAP). (Comp. No. 84.078C - OSERS File No. 291)

resource guide / transition planning

This resource guide is intended for parents, professors, families, consumers, and anyone else involved in the transition process. Organization includes sections on books, journals, journal articles/monographs/papers, training materials, videotapes/audiotapes, newsletters, or organizations. Content areas are interagency collaboration and teaming, family, self-advocacy/consumer, development of secondary education programs/service, jobs and job training, community participation, recreation and leisure, postsecondary training and learning, and home living.

154.
Peck, Charles A.; Donaldson, Jodi; & Pezzoli, Michele (1990).

Some benefits nonhandicapped adolescents perceive for themselves from their social relationships with peers who have severe handicaps. Journal of the Association for Persons with Severe Handicaps, 15(4), 241-249.

social integration / adolescence / severe disabilities

The perceptions of 21 nonhandicapped high school students were investigated in regard to the benefits they had experienced as a result of developing relationships with peers who had moderate or severe disabilities. Semi-structured interviews with the nonhandicapped students indicated their experiences resulted in six types of benefits: (a) improvements in self-concept; (b) growth in social cognition; (c) increased tolerance of other people; (d) reduced fear of human differences; (e) development of personal principles; and (f) interpersonal acceptance and friendship. Students also identified areas of difficulty they had experienced in their relationships with peers having disabilities. Results are discussed in terms of implications for policy analysis and research on social integration.

155.
Johnson, Donna; Aune, Elizabeth; & Aase, Susan (1992).

Career development and disability: A manual for training campus professionals, community employers, mentors and mentees. Minneapolis: University of Minnesota, Career Connections Disability Services. (Comp. No. 84.078C - OSERS File No. 291)

Career Connections / postsecondary education / mentors / career development

This training manual includes materials from the workshops "Putting Ability to Work" and "The Mentoring Experience." Topics addressed include legislation, etiquette/disclosure, workplace accommodations, career exploration and decision making, job seeking and analysis, career resources for students with disabilities; roles of mentors and students, program expectations, defining boundaries, and other issues.

156.
Rojewski, Jay W. (1992).

Key components of model transition services for students with learning disabilities. Learning Disability Quarterly, 15, 135-150.

model programs / best practices / learning disabilities

Secondary-based transition programs are developed to provide instruction and support for students in transition from school to adult life. Often such programs are general in scope and designed to serve a number of students who share common characteristics (e.g., all students with mild disabilities). However, this type of program design may not adequately address the specific problems or needs of students with learning disabilities. To identify the key components of transition programs for individuals with learning disabilities, nine model programs were reviewed. Seven exemplary program components emerged: individualized planning and coordination; vocational preparation; academic remediation and support; academic, vocational, and social-personal counseling; support systems and services; job seeking and placement; and follow-up/follow-along. Together, these seven components appear to provide students with learning disabilities a set of key services and experiences needed to successfully transition from secondary/postsecondary education to employment and adult life.

157.
Ryan, Ann Grasso; & Price, Lynda (1992).

Adults with LD in the 1990s. Intervention in School and Clinic, 28(1), 6-20. (Comp. No. 84.078C - OSERS File No. 242)

learning disabilities / human services / policy analysis

This article delineates issues and proposed solutions that promote appropriate service delivery systems for adults with learning disabilities. The overlapping categories selected are transition, adult basic education, higher education, vocational education, employment, and other issues such as adult psychosocial adjustment.

158.
Shafer, Michael S.; & Quiroga, Teresa (1993).

Perspectives on transition among Hispanic and disabled youth. Journal of Vocational Rehabilitation, 3(1), 54-60.

Hispanics / transition planning / cultural diversity

Providing students with disabilities with a smooth and effective transition from school to work and adult living has become a major priority of this country. As currently conceived, transition implicitly assumes that youth with disabilities will become employed or seek additional education, move away from their parent's domicile, and engage in other behaviors of emancipation. This view of transition is based largely on the traditional activities in which Anglo middle class young adults engage as they leave high school. This study is based on a recent interview survey of 40 youths. Using a 2 x 2 factorial design, this study was designed to determine the interactive effects of culture (Anglo and Hispanic) and disability (disabled and nondisabled) on youths' perspectives on the adequacy of their high school preparation and their goals and aspirations for the transition years. The results of these interviews have significant implications for transition planning among Hispanic and minority youth.

159.
Walker, Sylvia; Orange, Charlotte; & Rackley, Reginald (1993).

A formidable challenge: The preparation of minority personnel. Journal of Vocational Rehabilitation, 3(1), 46-53.

cultural diversity / personnel preparation / supply and demand

This article presents a discussion of changing demographics and the status of minority people with disabilities as they

relate to the delivery of rehabilitation and related services, the need for appropriate service delivery and research approaches, and strategies which will increase minority professional participation in all aspects of the rehabilitation process.

160.
Watson, Albert L.; & Collins, Roger (1993).

Culturally sensitive training for professionals. Journal of Vocational Rehabilitation, 3(1), 38-45.

cultural diversity / personnel preparation / rehabilitation counseling

The inability of rehabilitation counseling students and professionals to serve ethnic minority clients is a problem that is receiving more attention. It has been suggested that limitations in cross-cultural competence of rehabilitation workers may partly account for observed differences both in rehabilitation service delivery patterns as well as rehabilitation outcomes for minority clients. Limitations of the state-federal rehabilitation program in serving minority clients are briefly summarized. Possible solutions to the limitations are also listed. Training strategies designed to develop culturally competent rehabilitation workers are discussed.

161.
Leal-Idrogo, Anita (1993).

Vocational rehabilitation of people of Hispanic origin. Journal of Vocational Rehabilitation, 3(1), 27-37.

Hispanics / vocational rehabilitation

This study presents exploratory, descriptive data from the Rehabilitation Services Administration for fiscal year 1989 for the purpose of identifying and exploring the experience of people of Hispanic origin with disabilities in state-federal vocational rehabilitation service delivery systems in the United States and its territories. Included is a demographic description of the Hispanic population, a review of the rehabilitation literature on racial/ethnic groups with emphasis on Hispanics, and information on estimates of disability prevalence among people of Hispanic origin. This study identifies and describes selected characteristics of Hispanics who applied for and/or participated in the vocational rehabilitation system. A "Hispanic origin" region was identified that accounted for 89% of the rehabilitation data on Hispanics. This region consisted of nine states (i.e., California, Texas, New York, New Jersey, Illinois, Arizona, New Mexico, Florida, and Colorado) and the island of Puerto Rico. It was

estimated that there could conceivably be over two million Hispanic-origin people with disabilities in the United States. However, in fiscal year 1989, the state-federal rehabilitation system rehabilitated only 17,454 Hispanic-origin people. This study raises the following questions: How can the system reach the potential pool of Hispanic-origin people with disabilities who require services? What services will they require? What factors predict successful or unsuccessful rehabilitation of those Hispanic-origin people with disabilities who do reach the system? The need for further research is emphasized and recommended.

162.
Wright, Tennyson J. (1993).

African Americans and the public vocational rehabilitation system. Journal of Vocational Rehabilitation, 3(1), 20-26.

African-Americans / vocational rehabilitation

Very little information exists in the rehabilitation literature that documents the level of participation of African Americans in the public vocational rehabilitation system. That which exists indicates that African Americans experience disability at a disproportionately higher rate than other individuals in the general population. In addition, they also experience "severe disabling conditions" at a much higher level. The literature also indicates that their success rate in the public vocational system is lower than their non-African American counterparts. An overview of the literature is provided along with recommendations for enhancing effective vocational rehabilitation services to African Americans with disabilities.

163.
Marshall, Catherine A.; Johnson, Sharon R.; & Lonetree, Georgia L. (1993).

Acknowledging our diversity: Vocational rehabilitation and American Indians. Journal of Vocational Rehabilitation, 3(1), 12-19.

Native Americans / vocational rehabilitation

This article reviews service delivery to American Indians through American Indian vocational rehabilitation projects. It describes specialized VR services currently available in some areas to American Indians, presents case examples from a state agency outreach program, and points to potential areas of cross-cultural conflict. The authors suggest that professionals in the public vocational rehabilitation service system acknowledge the diversity between American Indian cultures and the majority

culture in order to provide appropriate services and facilitate harmonious working relationships.

164.
Leung, Paul (1993).

A changing demography and its challenge. Journal of Vocational Rehabilitation, 3(1), 3-11.

demographics / human services

This article focuses on the changing demography of the United States and what that change may mean for human services delivery programs, specifically the state/federal vocational rehabilitation system.

165.
Downs, Ninia R. (1992).

Ladders to accommodation. American Rehabilitation, 18(4), 31-32, 45.

Projects With Industry (PWI) / Ladders to Success Project

Ladders to Success assists workers with limited functional abilities to acquire jobs, to train on the job, and to move into full-time, competitive employment. Business provides the jobs, training, salary, and benefits, while the Ohio Rehabilitation Services Commission (ORSC) provides screening, referrals, training, placement, and follow-along services. Working together in this way since 1985, both have applied valuable and ingenious accommodations in many instances.

166.
Ryder, Bonnie (1992).

Implications for vocational success for visually impaired users of adaptive equipment. American Rehabilitation, 18(4), 29-30, 44-45.

visual impairments / assistive technology / job placement

With the advent of new technologies, vocational placement opportunities for people with visual impairments have improved dramatically. Stereotypical attitudes regarding blind and visually impaired workers have given way to an open-minded consideration of occupational titles rarely considered before for this population. These progressive attitudes and considerations are the result of evidence strongly suggesting that visually

impaired workers using adaptive technology can perform their duties as well as their sighted co-workers.

167.
Roessler, Richard T.; & Brown, Patricia (1992).

All aboard for employment. American Rehabilitation, 18(4), 33-34.

job fairs / Arkansas / Kansas / employer involvement

This article describes the "All Aboard Job Fairs" concept and how local businesses, chambers of commerce, and other community groups have successfully implemented this program.

168.
Housman, Roberta Y. (1992).

Business advisory councils in the rehabilitation process. American Rehabilitation, 18(4), 26-28.

Projects With Industry (PWI) / Business Advisory Councils (BAC's) / vocational rehabilitation

Projects With Industry (PWI) programs funded by the Rehabilitation Services Administration are required to have a Business Advisory Council (BAC) functioning in a leadership capacity to the project. These BAC's may differ in terms of numbers of members or types of industries represented; however, the BAC generally reflects the local community and its labor market.

169.
Harles, Charles Wm. (1992).

PWI -- A model for job placement. American Rehabilitation, 18(4), 24-25.

Projects With Industry (PWI) / vocational rehabilitation

This article traces the history and success of the Projects With Industry program in job training and placement.

170.
Nemeth, Priscilla (1992-1993).

A fragile balance. American Teacher, 77(4), 8-9.

chronic illness / inclusion

This article discusses the situation created when medically fragile students are mainstreamed out of special education and into regular education classrooms where medically untrained school staff may have to care for their needs.

171.
White, Stephen; & Bond, Michael R. (1992).

The role of the entrepreneur in job placement. American Rehabilitation, 18(4), 17-20.

job placement / small business

The opportunities for effective, sustained job placement for people with disabilities have never been better. In this article, the authors provide a proven framework for adapting the practices of the entrepreneur to the field of rehabilitation job placement.

172.
Baggett, David William (1993).

Study of the University of Massachusetts at Amherst faculty's knowledge of disabilities, experience with educating students with disabilities, and attitudes that faculty possess towards students with disabilities. Ed.D. Dissertation, University of Massachusetts.

faculty attitudes / postsecondary education / Massachusetts

The purpose of this research was to assess the University of Massachusetts at Amherst faculty's knowledge of disabilities, experiences with educating students with disabilities, and the attitudes they possess towards students with disabilities using a mailed survey and to determine if there is a relationship between the three factors. Guided interviews of eleven selected deans, department heads, and administrators were conducted in addition to the quantitative analysis of the mailed survey.

173.
Lewis, Kathleen; & Taymans, Juliana M. (1992).

An examination of autonomous functioning skills of adolescents with learning disabilities. Career Development for Exceptional Individuals, 15(1), 37-46.

autonomy / learning disabilities / special education

This study investigated whether the autonomous functioning skills of adolescents with learning disabilities differed signif-

icantly from those of a non-LD comparison group, in order to specify those autonomous functioning skills which are not reaching expected developmental levels, as well as to ascertain the magnitude of differences between the autonomous functioning of the two groups. Analyses were also conducted to determine if there was a relationship between age, severity of LD (as indicated by periods of special education), gender, and autonomous functioning.

174.
Collins, Belva C.; Gast, David L.; Ault, Melinda Jones; & Wolery, Mark (1991).

Small group instruction: Guidelines for teachers of students with moderate to severe handicaps. Education and Training in Mental Retardation, 26(1), 18-32.

small group instruction / special education / literature review

This article reviews the current research literature on small group instruction with students who have moderate to severe handicaps. Several components of small group instruction are identified and defined, and research examples are provided for each. The components are discussed in terms of recommendations for teachers when designing small group instruction. Future research needs are also identified.

175.
Collins, Belva C.; Wolery, Mark; & Gast, David L. (1991).

A survey of safety concerns for students with special needs. Education and Training in Mental Retardation, 26(3), 305-318

accident prevention / community-based instruction (CBI)

Safety concerns are prevalent in the instruction of students with special needs and should be addressed as a component of instruction across domains. The emphasis on community-based instruction and functioning in a least restrictive environment may increase the probability that students will be exposed to dangers and should learn to practice skills which are preventative or reactionary. Based on a survey of special educators and parents of children with special needs, this paper seeks to generate a list of safety skills across domains for preschool, elementary, and adolescent students with special needs.

176.
Bain, Alan; & Dolbel, Sally (1991).

Regular and special education principals' perceptions of an integration program for students who are intellectually handicapped. Education and Training in Mental Retardation, 26(1), 33-42.

inclusion / attitudes / Australia

This study compared regular and special education principals' perceptions regarding the effectiveness of their jointly run integration programs for students with intellectual handicaps. The study was conducted in an Australian state special education system which provides services for students with intellectual handicaps in Education Support Centres (ESCs) located in regular elementary and secondary schools. The study also sought to establish whether there were any differences between the regular education and ESC principals' attitudes and whether differences occurred as a function of the rural or urban location of the programs. The results indicated that both regular and ESC principals held positive attitudes about the type and amount of integration occurring in their programs and the level of cooperation amongst the special and regular education personnel involved. No statistically significant differences were found between either the ESC and regular education principals, nor rural and urban principals regarding levels of cooperation. Principals most commonly reported relatively high levels of cooperation between the host schools and ESC's, the presence of mainly instructional type integration and a positive relationship between the programs.

177.
Saint-Laurent, Lise; & Lessard, Jean-Charles (1991).

Comparison of three educational programs for students with moderate mental retardation integrated in regular schools: Preliminary results. Education and Training in Mental Retardation, 26(4), 370-380.

inclusion / program evaluation

This paper presents the preliminary results of an ongoing study comparing three different forms of academic integration: (a) special classes using a functional curriculum, (b) special classes using a traditional curriculum, and (c) regular classes. Subjects are 25 boys and 16 girls, aged six to having measured I.Q.'s from 25 to 55. At the completion of Year 1, no significant inter-group differences appeared for measurements of cognitive variables (i.e., the Key Math Diagnostic Arithmetic Test, the Peabody Picture Vocabulary Test-Revised, the Harvey Scale of Development, or in functional behaviors (AAMD Adaptive Behavior

Scale: School Edition, parents' reports). However, differences were found for teachers' subjective evaluations. Teachers of regular classes reported more behavioral change in their students who have a handicap and reported receiving more initial contacts from parents of these students. Conclusions and implications are discussed briefly.

178.
Houck, Cherry K.; Engelhard, Judy; & Geller, Carol (1989).

Self-Assessment of learning disabled and nondisabled college students: A comparative study. Learning Disabilities Research, 5(1), 61-67.

learning disabilities / postsecondary education / assessment techniques

Research findings from a self-assessment survey involving 54 college students identified as learning disabled and 54 normal achieving peers were reported. Data were collected to identify students' perceptions of their strengths and needs related to cognitive attributes, achievement, motivation, organizational and decision-making skills, career goals, resources, and interpersonal relationships. Findings indicated that the two groups showed significant differences on 2 o of 11 factors. College students with learning disabilities perceived themselves to have greater problems in the areas of: (a) reading and written expression, and (b) visual processing and short-term memory. Implications of these findings and suggestions for college personnel are presented.

179.
Aring, Monika Kosmahl (1993).

What the 'V' word is costing America's economy. Phi Delta Kappan, 74(5), 396-404.

vocational training / education-work relationship

The author outlines a new vocational system that she believes will shift the educational debate away from ensuring equal access to college and toward providing all students with a choice of the education and training system that best meets their own and the nation's needs.

180.
McLaughlin, Margaret J.; & Warren, Sandra Hopfengardner (1992).

Issues & options in restructuring schools and special education programs. College Park, MD: University of Maryland at College Park in affiliation with Westat, Inc.

educational reform / special education

This document is about educating all children. It speaks to the restructuring of local schools and how that restructuring can involve students with disabilities and the special education programs that serve them. The issues and the options are summarized within five critical areas of restructuring local schools:

1. Develop a clear vision and mission for education that includes all students;
2. Establish a system of accountability for all educational programs;
3. Create an organization that supports the mission of restructuring;
4. Change what schools teach and how they teach it; and
5. Create supports for staff development and staff renewal.

181.
Armstrong, M. Jocelyn (1992).

Integrating a cultural perspective into rehabilitation education. Practicing Anthropology, 14(1), 24-28.

vocational rehabilitation / personnel preparation / cultural diversity / Illinois

This article is a description of the rehabilitation education masters program at the University of Illinois at Urbana-Champaign with emphasis on integrating cultural perspectives in core courses.

182.
Dossa, Parin A. (1992).

Enhancing quality of life of the developmentally disabled. Practicing Anthropology, 14(1), 21-23.

quality of life / social integration / vocational rehabilitation / ethnography / Canada

This paper draws upon ethnographic research to assess the quality of life of noninstitutionalized developmentally disabled persons and to propose a means of enhancing not only the quality of their lives but also that of their neighbors.

183.
Krefting, Laura; & Krefting, Douglas (1992).

Working with persons with traumatic brain injury. Practicing Anthropology, 14(1), 17-20.

traumatic brain injury (TBI) / vocational rehabilitation / anthropology

The purpose of this report is to illustrate the contribution that applied medical anthropology can make to understanding and enhancing the rehabilitation process of those with brain injury. In a two-year ethnographic study and ongoing involvement with brain-injured persons, the authors have found two key concepts in medical anthropology to be particularly useful. These are the concepts of explanatory models and help-seeking patterns.

184.
Gervey, Robert; & Bedell, Jeffrey R. (in press).

Supported employment. In Bedell, J. R. (Ed.), Fundamentals of psychiatric rehabilitation. New York: Brunner/Mazel. (Comp. No. 84.158P - OSERS File No. 280)

supported employment / psychiatric disabilities / Albert Einstein College of Medicine

This chapter is intended to review the current state-of-the-art in supported employment and describe a supported employment program currently in operation at the Albert Einstein College of Medicine in New York. This information will assist practitioners and researchers in the development and evaluation of supported employment programs for the psychiatric population. The chapter is divided into five sections describing supported employment's (a) background and development, (2) various models, (3) basic elements, (4) current status, and (5) a description of the college's supported employment program.

185.
Ridgely, Mary (1992).

Beyond vocational services: Looking to community. Journal of Vocational Rehabilitation, 2(3), 18-24.

community integration / supported employment / natural supports

This article explores a myriad of factors that contribute to the successful integration of individuals with disabilities into the workplace and the community.

186.
Kneipp, Sally (1992).

Home-based support: The link to employability. Journal of Vocational Rehabilitation, 2(3), 25-31.

community integration / home-based support

The purpose of this article is to increase awareness of the ways in which home-based support can contribute to successful vocational outcomes.

187.
Kraus, Lewis E.; & Stoddard, Susan (1991).

Chartbook on work disability in the United States. Washington, DC: U.S. Department of Education, National Institute on Disability and Rehabilitation Research.

demographics / employment statistics

In an effort to provide vital descriptive information on the status of persons with disabilities in the United States, the National Institute on Disability and Rehabilitation Research published this chartbook on work disability. This publication should be a significant resource for policy makers, advocates, vocational and rehabilitation personnel, media representatives, and the public.

188.
Dougherty, Stephen; Hastie, Clement; Bernard, John; Broadhurst, Susan; & Marcus, Lloyd (1992).

Supported education: A clubhouse experience. Psychosocial Rehabilitation Journal, 16(2), 91-104.

supported education / postsecondary education / clubhouse model

The integration of supported education for members at the postsecondary school level into the clubhouse model at Laurel House in Stamford, Connecticut, has been a successful collaboration of the clubhouse and local educational institutions. The development of this program and its preliminary outcomes, as well as the relative importance of several variables, are discussed.

189.
Mann, William C.; & Svorai, Susan Braun (n.d.).

COMPETE: A model for vocational evaluation, training, employment and community integration for persons with cognitive impairments. Manuscript submitted for publication. (Comp. No. 84.078C - OSERS File No. 244)

COMPETE / computers / traumatic brain injury (TBI) / learning disabilities / job training

Developed and directed by occupational therapists, the COMPETE program demonstrated a model training program for young adults with cognitive impairments. COMPETE is an acronym for COMputer Preparation: Evaluation, Training and Employment. Following an interdisciplinary approach, COMPETE provided job skills training on use of information-age machines, including computers. The three-year project resulted in successful placement of 17 persons who were unemployed prior to entering the program. Case studies illustrate the background of five job trainees, their experience in COMPETE, and the outcomes of their experience.

190.
Edgerton, Robert B. (1988).

Aging in the community -- A matter of choice. American Journal on Mental Retardation, 92(4), 331-335.

community integration / follow-up studies / older adults

A sample of 16 older persons with mental retardation (mean age, 61 years; mean IQ, 62) who were originally studied in 1960-1961 and subsequently followed up in 1972-1973 and 1982 were reexamined. Despite advancing years, their independence, social competence, and zest for life had increased. The patterns of their lives were discussed in comparison with their counterparts who had spent their lives in more restricted residential settings.

191.
Menchetti, Bruce M. (in press).

From work adjustment to community adjustment. VEWAA Bulletin.

community adjustment model / community integration

This paper suggests the extension of work adjustment to a broad-based community adjustment model. The purpose of community adjustment is to improve the community integration of Americans

with disabilities. In order to achieve its community integration outcome, community adjustment must focus on more than person-oriented skill training services. Community adjustment must also provide services to assess and improve community settings to make them more conducive to the integration of individuals with disabilities. The paper concludes with a description of ongoing research examining the characteristics of integrated employment settings and the implications for a community-adjustment model.

192.
Hosack, Kenny; & Malkmus, Danese (1992).

Vocational rehabilitation of persons with disabilities: Family inclusion. Journal of Vocational Rehabilitation, 2(3), 11-17.

vocational rehabilitation / family involvement

The purpose of this article is to assert the value of family involvement in vocational rehabilitation, describe common family variables as a part of an ecological systems analysis, and offer strategies for effective family assessment, services, and advocacy in the vocational rehabilitation process.

193.
Willigan, Barbara A.; & King, Susan J. (Eds.) (1992).

Mental health services for deaf people (1992 Ed.). Washington, DC: Gallaudet University, Gallaudet Research Institute; American Deafness & Rehabilitation Association, Mental Health Section; University of California-San Francisco, Center on Deafness.

directory / human services / hearing impairments

This 1992 edition of the Directory of Mental Health Services for Deaf People follows and updates previous attempts to compile comprehensive listings of mental health service providers to deaf individuals.

194.
Jamison, Sharman Davis; Goldberg, Paula F.; & Goldberg, Marge (1992).

A bibliography of supported employment and transition resources. Minneapolis: PACER Center, Supported Employment Parent Training Technical Assistance (SEPT/TA) Project. (Comp. No. 84.158S - OSERS File No. 229)

supported employment / parent involvement / literature review

The Supported employment Parent Training Technical Assistance (SEPT/TA) Project is a national project located at PACER Center and is funded by the U.S. Office of Special Education and Rehabilitation Services through a subcontract of the Technical Assistance to Parent Programs (TAPP) Project. SEPT/TA delivers technical assistance to parent training and information centers and state supported employment projects which are developing and implementing parent training about supported employment and transition. In addition, the SEPT/TA Project facilitates the national exchange of information to promote parent training about supported employment and areas related to the independence of youth and young adults with disabilities. This bibliography is comprised of annotated journal articles, manuscripts, books, and audiovisual materials. The appendix has a listing of the federally funded parent training and information centers which have developed materials, handbooks, guides, and workshops for parent training about supported employment and transition.

195.
Olsen, Kenneth R.; & Massanari, Carol B. (1991).

Special education program evaluation: What should states consider? Lexington, KY: Mid-South Regional Resource Center, Interdisciplinary Human Development Institute, University of Kentucky.

special education / program evaluation / state education agencies (SEA's)

Characteristics of an effective SEA special education evaluation system are identified. It is suggested that States need to:

1. define their systems' purposes and philosophy;
2. build consensus for assessing outcome acquisition;
3. develop strategies for assessing outcome acquisition;
4. provide support for LEA self-evaluation;
5. develop and maintain ongoing data systems for "pulse-taking;"
6. install practices for consistently conducting studies of special issues;
7. create and enforce internal policies and procedures for data-based decision making; and
8. use consistent procedures for disseminating results to stakeholders.

196.
Back, Susan Malone (1992).

Program evaluation for the Wyoming follow-up follow-along program [Final report]. Cheyenne, WY: Wyoming Department of Employment, Division of Vocational Rehabilitation. (Comp. No. 84.158R - OSERS File No. 227)

Wyoming / final reports / follow-up studies / rural areas

The purposes of the Wyoming Transition Follow-Up Follow-Along Program are as follows:

1. Establish a statewide database on the outcomes of youth with handicapping conditions who are making a transition from school to adult life; and
2. Assure that information about the outcomes of these youth will be gathered and used to re-examine and recommend program options that will increase the number of youth who achieve competitive or supported employment.

The most successful component of the Program was the establishment of the Local Steering Committees for transition planning and implementation.

197.
Gittman, Betty (1992).

Postsecondary program for adults with mild and moderate disabilities [Final Report]. Westbury, NY: Board of Cooperative Educational Services (BOCES) of Nassau County. (Comp. No. 84.078C - OSERS File No. 245)

final reports / New York / postsecondary education / mild disabilities / moderate disabilities

The Nassau BOCES postsecondary program for adults with mild and moderate disabilities enabled adults from the target population to gain, retain, and upgrade jobs in the competitive sector through education, job placement, on-the-job training, support, and follow-up. The project demonstrated the effectiveness of providing on-the-job salaried training in competitive work environments to persons with mild and moderate disabilities. The chief benefit of the program for business and industry was provision of trained candidates for employment. Community-based agencies benefitted by being part of a network to refer, train, and place their clients in salaried, competitive employment. Participation in the Nassau BOCES postsecondary program brought significant benefits to clients by achieving marked increases in the total number of disabled individuals employed in competitive jobs and increases, also, in clients' weekly earnings.

198.
Division of Adolescent Medicine, Department of Pediatrics, Child Development and Mental Retardation, University of Washington (Sponsor). (1992).

Transitions in care for young adults with special health needs Proceedings of a regional conference held April 23-24, Seattle, Washington.

chronic illness / health care services

The regional conference, "Transitions in Care for Young Adults with Special Health Needs," was developed in cooperation with the Center for Youth with Disabilities of the University of Minnesota to involve families, community providers, youth, and project staff in a discussion of our experience with transition and to further promote transitional health care as a national issue. The conference, held in Seattle, Washington, April 23-24, 1992, was step in a succession of a national meetings focusing on this issue. It is a follow-up to meetings such as the 1989 Surgeon General's conference, Growing Up and Getting Medical Care: Youth with Special health Care Needs.

199.
Oregon State Department of Education (1985).

Follow-up study of 1983-84 community college vocational program students. Salem, OR: Author. (ERIC Document Reproduction Service No. ED 267 268)

vocational education / postsecondary education / follow-up studies

This study gathered follow-up information on the 1983-84 graduates of Oregon community college vocational students. Of the 83 percent of the graduates who were either employed or pursuing further education, 73 percent were doing so in areas related to the training they had received while enrolled in the community college program. Female graduates employed full-time earned an average of $859 per month versus $941 for males. There were no significant differences between the current activities of students belonging to ethnic or racial minority groups and those in the dominant group. The current activities of respondents who were academically or economically disadvantaged or who had limited English proficiency while attending community college vocational programs were quite similar to graduates who were neither disadvantaged nor handicapped. However, handicapped respondents experienced a substantially higher unemployment rate than the other program completers. Substantially more early leavers were unemployed, and considerably more program completers than early leavers were employed in areas related to their vocational preparation. Employers considered the basic skills

and technical knowledge of the graduates as more than adequate, and overall college services received a C-plus from the graduates surveyed.

200.
Mid-Atlantic Regional Information Exchange (MARIE) (1993).

Quality indicators for family/professional partnership programs. Philadelphia: Matrix Research Institute.

program evaluation / quality indicators

These "Quality Indicators for Family/Professional Partnership Programs" were developed by the Mid-Atlantic Regional Information Exchange (MARIE) to emphasize the fundamental attributes of quality programs. The indicators reflect current research in the field and comments from an advisory committee specializing in family and professional partnership activities.

201.
Egnew, Robert C. (1993).

Supported education and employment: An integrated approach. Psychosocial Rehabilitation Journal, 17(1):121-127.

supported education / supported employment

This paper describes the parallel development of supported education and supported employment services with the community support system movement. The author discusses a coordinated approach in which both supported employment and supported education are provided as an integrated program by a single vocational provider. the result is a program that maximizes consumer choice and individualization and enhances the relationship between education and career goals.

202.
Heal, Laird W.; Schalock, Robert L.; & Keith, Kenneth D. (1992, August).

Cross cultural attributions of meaning to quality of life concepts made by mental retardation professionals. Paper presented at the 1992 meeting of the International Association for the Scientific Study of Mental Deficiency, Brisbane, NSW, Australia.

quality of life / cultural diversity

The paper investigates the meaning attributed to common quality-of-life concepts that have evolved in the United States during the four decades since the associations for retarded

citizens and other civil rights advocates have gradually sensitized the nation to the importance of assuring quality of life for all citizens, including those with disabilities.

203.
Stodden, Robert A.; & Leake, David W. (1992).

Getting to the core of transition: A re-assessment of old wine in new bottles. Unpublished manuscript, University of Hawaii at Manoa.

program evaluation / outcomes of education

This articles examines that aspect of the system which supports the transition of youths with disabilities into post-school environments. It argues that attempts to improve outcomes for these youths have been hampered by a pervasive tendency to add programs to the core of the education system, rather than studying the core itself and infusing essential changes.

204.
Bolton, Sharon; & Williamson, Kris Strom (Ed.) (1990).

One step at a time: A manual for families of children with hearing and vision impairments. Monmouth, OR: TASH Technical Assistance Project at Teaching Research.

deaf-blindness / parent involvement

This manual shares practices from families of children who are deaf-blind. Although written primarily for parents, this manual will help teachers, therapists, and other professionals involved with young deaf-blind children. It offers practical information for helping a child learn basic skills. Suggestions and ideas reflect a respect for the child, parents, and family through these beliefs:

1. Parents - know their children best; are a child's earliest and most important teachers; and have the right to take a break from "teaching."
2. Children who are deaf-blind - need special and specific cues to learn about the world; learn through active participation in everyday routines; and need to know what is going to happen next.
3. Learning - begins with communication; should be enjoyable; and occurs through family interactions.

205.
Fadale, LaVerna M.; & Winter, Gene M. (1990).

Serving special needs populations in postsecondary occupational education: A synthesis of program approaches. Albany, NY: State University of New York, Two-Year College Development Center. (ERIC Document Reproduction Service No. ED 337 238)

community colleges / learning disabilities / vocational education

The Two-Year College Development Center undertook a project to identify two-year college programs in New York State that successfully serve one or more of the special needs populations targeted by the Carl D. Perkins Act. Four special needs populations were targeted for in-depth study: single parents/homemakers, learning disabled, limited English proficient, and adult students in need of training/retraining. Among the needs identified as common to all or most of the selected populations were the need to gain self-confidence, to acquire information about legal issues, and to set realistic goals. In addition, many program objectives and activities were identified as common across programming for all four populations. This report reviews specific program activities and objectives for each of the four special needs groups, presents a summary model program and flow-chart, provides recommendations, and lists detailed program and service strategies for each of the four groups.

206.
Benz, Michael R. (1992).

Project final report [University of Oregon Follow-Along Project]. Eugene, OR: University of Oregon, Secondary Special Education. (Comp. No. 84.158R - OSERS File No. 226)

final reports / Oregon / follow-up studies / Community Transition Team Model

During the past several years, the field of special education has focused a large amount of energy and resources on programs and services for students with disabilities who are in the process of transition from school into the adult community. Although much has been accomplished, much more remains to be done. Of critical importance is the development of follow-along strategies that can both describe and explain the varying levels of community adjustment experienced by young adults with disabilities. Equally important is the development of intervention strategies that can use these follow-along data to make systematic, cumulative changes in the state and local systems that impact students' transition outcomes. The purpose of this project was to address these issues through the accomplishment of three major goals:

1. Develop and implement a follow-along strategy with the capacity to both describe and explain the varying levels of community adjustment experienced by school leavers with disabilities.
2. Develop and implement a strategy for using this follow-along information at both state and local levels to improve secondary special education programs and transition services.
3. Disseminate project findings and products nationally.

All three of these goals were accomplished through this project. This final report summarizes the project's accomplishments within the context of these goals.

207.
Wagner, Mary; D'Amico, Ronald; Marder, Camille; Newman, Lynn; & Blackorby, Jose (1992).

What happens next? Trends in postschool outcomes of youth with disabilities. The second comprehensive report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

NLTS / data analysis / outcomes of education

The NLTS includes more then 8,000 youth nationwide who were students in special education in secondary schools in the 1985-86 school year. Data were collected in 1987, 1989, and 1990 from telephone interviews with youth and/or parents, from surveys of teachers and school administrators, and from students' school records. This report concerns one group of youth -- those who were already out of secondary school in 1987 -- and compares their postschool experiences when they had been out of school less than two years with their accomplishments three years later. The following questions are addressed:

1. What were the trends in postschool outcomes for youth as the years after high school increased? Were rates of post-secondary education, employment, residential independence, and social activity trending upward or downward, or were they largely unchanged?
2. How did trends in outcomes for youth with disabilities compare with those for youth in the general population?
3. Which youth were experiencing relatively better or worse outcomes (e.g., what variations exist in outcomes by disability category, gender)?
4. What fluctuations in outcomes did youth experience over time?

208.
Jacobson, John W.; Burchard, Sara N.; & Carling, Paul J. (Eds.) (1992).

Community living for people with developmental and psychiatric disabilities. Baltimore: The Johns Hopkins University Press.

community integration / developmental disabilities / psychiatric disabilities

This book addresses the state of community services in the field of mental health and developmental disabilities in a number of important ways which are consistent with the aspirations inherent in both the Americans with Disabilities Act and Healthy People 2000, by focusing on governmental needs for accountability with regard to what services are delivered to persons in need; by focusing not only on the clinical benefits of services but also on the personal and social perspectives of consumers as valid measures of service outcomes; and by recognizing that the human services workforce represents a crucial resource that must be both sustained and strengthened. The perspectives and findings presented in this book are a resource for managers of services and agencies, policy analysts, evaluators, state and national program administrators, advocates, and people preparing for roles that require a recognition that change and pressures to innovate will characterize human services for much of the near future.

209.
Gugerty, John J.; Tindall, Lloyd W.; Gavin, Mary K.; & Gribbon-Fago, Beryl (1993).

Serving students with learning or cognitive disabilities effectively in two-year colleges: Seven exemplary approaches. Madison, WI: Center on Education and Work, School of Education, University of Wisconsin-Madison.

community colleges / learning disabilities / cognitive disabilities

The project resulting in this publication is a three-year effort funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The project's goal was to solicit, screen, evaluate, describe, and disseminate information about two-year colleges that serve students with learning or cognitive disabilities in highly effective ways. The first seven chapters of this publication describe approaches used by seven two-year colleges to serve students with learning or cognitive disabilities and provide working models to education reformers who wish to increase the enrollment, retention, and appropriate transitions to employment or higher education of individuals with learning or cognitive disabilities. The final three chapters are devoted to issues that arose during the course

of the project: educational restructuring; self-advocacy training for students; and concluding comments on attitudinal and organizational barriers and what still needs to be done.

210.
Gable, Robert A.; & Warren, Steven F., (Eds.) (1993).

Strategies for teaching students with mild to severe mental retardation. Baltimore: Paul H. Brookes Publishing Co.

mental retardation / teaching strategies / best practices

The purpose of this book is to revisit the topic of effective instruction for students with mild to severe mental retardation. The editors' goal in compiling this volume was to select a representative sample of the evolving "best practices" in the instruction of students with mental retardation. Each chapter presents both an empirical research perspective and a practical, field-oriented viewpoint of the topic under discussion. This volume focuses on the cooperative relationship between quality instructional research and effective teaching practice.

211.
Amado, Angela Novak (Ed.) (1993).

Friendships and community connections between people with and without developmental disabilities. Baltimore: Paul H. Brookes Publishing Co.

developmental disabilities / community integration / friendship

This volume on the various aspects of friendships between persons with and without developmental disabilities is composed of three sections. The first section, on dimensions of friendships, contains seven chapters which attempt to understand the many challenging and complex issues affecting this element of the lives of individuals with disabilities. The second section presents individual stories of friendships. The third section provides strategies and methods for building friendships. Among the topics considered are: work and leisure relationships; gender-related expectations; community associations and groups; and the roles of love, affection, and intimacy.

212.
Lagemann, Ellen Condliffe (Ed.) (1993).

Adolescence in the 1990s: Risk and opportunity [special issue]. Teachers College Record, 94(3).

adolescence

This special issue of the Teachers College Record presents articles written by scholars currently studying and working with adolescents. It grew out of the work of the Carnegie Council on Adolescent Development. Articles deal with such varied topics as school-to-work transition, health, education, parent-school involvement, rolelessness, and community organizations.

213.
Morehouse, Judith A. (1989).

Assessment of personnel needs and identification of training program competencies for paraprofessionals in transitional services. Ph.D. Dissertation, Colorado State University, Fort Collins. (ERIC Document Reproduction Service No. ED 306 414)

personnel preparation / California / transition planning

The purpose of this study was to determine the need for and components of an undergraduate transitional services training sequence for paraprofessionals within the extant Vocational Education Program at California State University, Long Beach. This process was accomplished by collecting data which examined (a) the need for trained transitional services paraprofessionals at state and local levels, (b) the preparation needs of transition paraprofessionals, and (c) an identification of competencies that should be included in a transition training sequence.

214.
Wehman, Paul (Ed.) (1993).

The ADA mandate for social change. Baltimore: Paul H. Brookes Publishing Co.

Americans with Disabilities Act (ADA) / social change / quality of life

This edited volume analyzes the Americans with Disabilities Act (ADA) and offers insights for understanding its implications for society. It is the purpose of this book to provide the concerned professional and consumer with a substantive overview of the issues that need to be raised when trying to understand how the ADA will change society for the entire community of individuals with disabilities.

215.
Swain, John; Finkelstein, Vic; French, Sally; & Oliver, Mike (Eds.) (1993).

Disabling barriers -- Enabling environments. London: SAGE Publications Ltd.

barriers / Great Britain / advocacy

The major theme of this book is that "disability" is caused by the way society is organized. Disabled people confront numerous social, structural, and economic barriers and are denied the opportunity of full citizenship and equal opportunities. The majority of papers in this text are written by persons with disabilities, and all papers directly focus on the control by persons with disabilities of the services, policy, and decision-making which shapes and determines their quality of life.

216.
Ysseldyke, James E.; Thurlow, Martha L.; & Gilman, Cheri J. (1993).

Educational outcomes and indicators for students completing school. Minneapolis, MN: National Center on Educational Outcomes (NCEO).

outcomes of education / data analysis

The purpose of this document is to present the model of school completion outcomes and the indicators of these outcomes for all students in today's schools.

217.
Kazis, Richard (1993).

Improving the transition from school to work in the United States. Washington, DC: American Youth Policy Forum, Competitiveness Policy Council, and Jobs for the Future.

transition planning / career development / federal legislation

This report is a detailed analysis of the transition of American youth from school to employment. It offers strategies for improving career preparation and makes recommendations for federal policy.

218.
National Easter Seal Society (1992).

Nobody's burning wheelchairs [videocassette]. Chicago: Mediatech.

video productions / Americans with Disabilities Act

This 18-minute video on the ADA features a reporter who is a wheelchair user and a comedienne who has a hearing impairment. Interwoven throughout scenes of their successful worklives, key

components of the ADA are explained. Negative attitudes are the real disabilities in society and the ADA, through integration and exposure, is a start to making society completely accessible.

219.
School Board of Alachua County (n.d.).

Project "Life Lab" [Videocassette]. Gainesville, FL: Producer. (Comp. No. 84.158C - OSERS File No. 186)

video productions / Project Life Lab / Florida

This 12-minute video explains Project Life Lab's components of reality-based instruction, employment and social skills training, and community based training. The project has been successful in unifying key players in the transition process.

220.
Stawar, Terry L. (1992).

Learning styles of adults with severe psychiatric disability: Implications for psychoeducational programming. Psychosocial Rehabilitation Journal, 15(4), 69-76.

psychiatric disabilities / Productivity Environmental Preference Survey

Adults with severe psychiatric disability were administered a measure of adult learning style, the Productivity Environmental Preference Survey. No significant relationships between learning style elements and demographic variables were noted, and only the preference for auditory information was more than a standard deviation above the standardization norms. The learning styles group profile was interpreted in regard to the selection of appropriate instructional strategies.

221.
Osborn, Kathy; & Rinne, Susan (1992).

Final report: Go Directly to Work! A community employment model for youth with severe disabilities. Bloomington, IN: Center for School and Community Integration (CSCI), Institute for the Study of Developmental Disabilities (ISDD) at Indiana University. (Comp. No. 84.158N - OSERS File No. 233)

final reports / Indiana / severe disabilities / CEM Community Employment Model (CEM)

The purpose of Go Directly to Work! was to develop and evaluate a community model to effect the uninterrupted transition

from school to work and adult life for youths with severe disabilities. The project dealt with the challenge of coordinating training, planning, advocacy, and job development to ensure that students with severe disabilities leave school already established in supported employment. Throughout the project, employers, parents, consumers, advocates, civic leaders, educators, adult service representatives, and agency staff in two Indiana communities collaborated to develop and evaluate a model to effect the uninterrupted transition from school to work and adult life for youth with severe disabilities.

222.
Wilcox, Barbara; & Osborn, Kathy (1990).

Community job training for high school students with severe disabilities: Developing jobs and teaching job skills. Bloomington, IN: Center for School and Community Integration (CSCI), Institute for the Study of Developmental Disabilities (ISDD) at Indiana University. (Comp. No. 84.158N - OSERS File No. 233)

severe disabilities / job skills / Indiana / best practices / job development

This manual has five goals:

1. To identify "best practices" in job development efforts;
2. To provide samples of materials necessary to support job development activities;
3. To inform persons responsible for implementing community-based work training programs of relevant labor laws, employer incentives to hire students with disabilities, and student work incentives;
4. To identify "best practices" in job training and teaching related work skills; and
5. To provide methods and data collection tools to evaluate the effectiveness and quality of the job development and training components of a community-based work training program.

The materials, procedures, and practices presented in this module were developed over a three year period by the School to Community Transition Project funded by the Office of Special Education and Rehabilitative Services. The material is designed to be used by persons responsible for implementing community-based work training for high school students with severe disabilities. This manual is Attachment G of the final report cited above (Entry No. 221).

223.
Parents' Alliance for Transition (PAT); & In*Source (1990).

Planning for effective transition: Resource material to guide parents of children with disabilities in planning for transition to adult life. Bloomington, IN: Community Integration Resource Group, Institute for the Study of Developmental Disabilities (ISDD), Indiana University; and South Bend, IN: The Indiana Resource Center for Families with Special Needs. (Comp. No. 84.158N - OSERS File No. 233)

transition planning / parent involvement

This training manual for parents of children with disabilities identifies and explains important issues in transition, such as: characteristics of transition planning; goals and guidelines of parent involvement; community and school integration, least restrictive environment issues, secondary school IEP development and employment training; and the role of adult agencies and community integration. This manual is Attachment F of the final report cited above (Entry No. 221).

224.
Osborn, Kathy; & Wilcox, Barbara (1992).

School to community transition: A planning and procedures handbook for parents and teachers in LaPorte County. Bloomington, IN: Center for School and Community Integration (CSCI), Institute for the Study of Developmental Disabilities (ISDD) at Indiana University. (Comp. No. 84.158N - OSERS File No. 233)

community integration / transition planning / Indiana

This manual was developed as a comprehensive, local reference to assist parents and teachers in LaPorte County, Indiana, to plan the transition from school to work and adult life for youth, with disabilities. It is also intended as a prototype transition manual for local education agencies throughout the Indiana.

225.
SKC ACCESS Project (1993).

Final evaluation report: Salish Kootenai College (SKC) ACCESS Project. Pablo, MT: Salish Kootenai College, SKC ACCESS Services. (Comp. No. 84.078C - OSERS File No. 243)

final reports / Montana / tribal colleges / SKC ACCESS Program

SKC ACCESS was originally designed to develop a model program for serving students with disabilities in a tribal

college setting. Salish Kootenai College had identified thirty students with disabilities. The challenges of serving these students was accepted by the faculty and staff of the College. Increasing numbers of students with disabilities revealed deficiencies in adaptive equipment and adaptive teaching methods. It was proposed that SKC ACCESS Services would meet disabled students' (excluding deaf and hearing impaired) needs in the following ways:

1. Provide specialized equipment,
2. Develop cooperative agreements with other agencies serving the disabled,
3. Develop an effective approach to assessing and instructing Native American students with specific learning disabilities,
4. Provide specialized job placement services and follow up,
5. Provide support services to students with disabilities.

226.
Dodd, John M.; Hermanson, Michael; Landstrom, Barbara; Nelson, J. Ron; and Rose, Patricia M. (1991).

Tribal college student attitudes toward accommodations for students with learning disabilities. Tribal College, 3(1), 22-26. (Comp. No. 84.078C - OSERS File No. 243)

tribal colleges / attitudes / learning disabilities

Students attending a tribal college were surveyed to determine attitudes toward provision of accommodations for persons with learning disabilities. Fourteen faculty accommodations and two services were addressed using a Likert scale. Students were asked to indicate agreement or disagreement about allowance of the accommodations and services and whether their use would lower academic standards. Respondents indicated whether or not they were aware of other students asking for the accommodations and if they had used them in the past. Results indicated indecision on many accommodations with the exception of one. Students generally disagreed that the accommodations would lower academic standards or were undecided.

227.
Hermanson, Mike; & Landstrom, Barbara (1991, Summer).

Developing a sense of community for students with disabilities at a tribally controlled college. OSERS News In Print, 14-16. (Comp. No. 84.078C - OSERS File No. 243)

Montana / tribal colleges / SKC ACCESS Program

This article describes the model program developed at Salish Kootenai College for students with disabilities.

228.
National Center for Youth with Disabilities, University of Minnesota (1993, January).

CYDLINE Reviews: Adolescents with chronic illness -- Issues for school personnel (3rd Ed.). Minneapolis: Author.

chronic illness / literature review

This bibliography has been prepared for classroom teachers and educational planners on the psychosocial and health concerns of adolescents with chronic illness and disabilities. This information is intended to provide an overview of the issues and selected resources; it is not an exhaustive review.

229.
Copple, Carol E.; Kane, Michael; Matheson, Nancy S.; Meltzer, Ann S.; Packer, Arnold; & White, Thomas G. (1992).

SCANS in the schools. Washington, DC: Pelavin Associates, Inc.

education-work relationship / curriculum / Secretary's Commission on Achieving Necessary Skills (SCANS)

The Secretary's Commission on Achieving Necessary Skills (SCANS), composed of representatives of education, business, labor, and state government, was established in 1990 and charged with defining a common core of skills that constitute job readiness in this new economic environment. This paper is designed for educators planning to incorporate the teaching of SCANS competencies in their curriculum and instruction. It suggests how to approach issues that will have to be dealt with before schools will be able to teach students the competencies.

230.
Parent, Wendy S.; Kregel, John; & Wehman, Paul (1992).

Vocational integration index: Measuring integration of workers with disabilities. Boston: Andover Medical Publishers.

Vocational Integration Index (VII) / assessment techniques / vocational rehabilitation

The purpose of this book is to present a procedure for measuring integration. The Vocational Integration Index (VII) was developed over a period of five years. The idea is to determine how integrated a person with a disability will be with non-disabled co-workers in a given work setting. Two scales have been developed, a job scale and a consumer scale.

231.
Elksnin, Nick; & Elksnin, Linda K. (1991).

Facilitating the vocational success of students with mild handicaps: The need for job-related social skills training. Journal for Vocational Special Needs Education, 13(2), 5-11.

social skills / job retention

Follow-up studies which examine the employment rates of individuals with mild handicaps indicate that they are disproportionately unemployed and/or underemployed. Inadequate social skills are reported by employers to be related to employment difficulties. Although adolescents who are mildly handicapped are recognized as having deficient social skills, social skills can be successfully taught to these students. Eight commercial social skills training programs were reviewed: ACCESS, ASSET, Getting Along with Others, The Prepare Curriculum, Skillstreaming the Adolescent, Social Skills for Daily Living, Social Skills in the Classroom, and the Waksman Social Skills Curriculum. The skills included in each of these programs then were correlated with the 20 interpersonal skills reported by Greenan to generalize across vocational programs. All of Greenan's 20 interpersonal skills were not included in any one commercial program, although programs addressed from 15% to 70% of generalizable skills. It is recommended that future research efforts focus on socially validating job-related social skills, identifying an empirical training base, isolating critical components of training, promoting generalization, and developing methods which will increase the decision-making abilities of adolescents with mild handicaps.

232.
Wolf, Jessica; & DiPietro, Stephen (1992).

From patient to student: Supported education programs in southwest Connecticut. Psychosocial Rehabilitation Journal, 15(4), 61-68.

supported education / Connecticut / psychiatric disabilities

Two supported education programs were initiated in Southwestern Connecticut during 1989-1990. Participants in area clinical and social rehabilitation programs were referred to the programs, which developed relationships with area educational institutions and offered a variety of supports to facilitate students' return to school. This article describes the programs, student and staff experience, accomplishments, and issues encountered.

233.
Coker, Charles C. (1991).

Community Transition Center Model: A transition from school to community model for youth with mild handicaps. Final report. Menomonie, WI: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Research and Training Center. (Comp. No. 84.158L - OSERS File No. 180)

Community Transition Center (CTC) / final reports / Wisconsin / rural areas / learning disabilities

The Community Transition Center (CTC) was a model program established through the Research and Training Center at the Stout Vocational Rehabilitation Institute at the University of Wisconsin-Stout and evaluated for its capacity (a) as a bridge between secondary and postsecondary settings, (b) as a direct provider of employment training and employment services, and (c) for training secondary school staff on transition programming. Appendices include the Project ADAPT Implementation Manual, a transition curriculum program.

234.
Kansas State Board of Education (1993).

[Final report - Kansas Follow-Along Project]. Topeka: Author. (Comp. No. 84.158R - OSERS File No. 225)

final reports / Kansas / follow-up studies

This project addressed several critical needs of Kansas youth with disabilities in their transition from school to adult life. It did so by focusing on two very broad goals. These goals were: (a) the development and implementation of a follow-up/follow-along system to provide for ongoing evaluation of the quality and impact of transition programs and (b) facilitate interagency sharing of existing data on children, youth, and young adults with disabilities.

235.
Rocky Mountain Resource and Training Institute (1992).

Improving local outcomes through the implementation of the Colorado Student Tracking System: Final Report. October 1989 - September 1992. Arvada, CO: Author. (Comp. No. 84.158R - OSERS File No. 222)

final reports / Colorado / follow-up studies

The dual purposes of the Colorado's Student Tracking System Grant were to collect data on student outcomes and provide a forum for local level stakeholders to respond to and interpret outcome data. This process was to improve local level capacity to provide the support and resources for youths with disabilities in transition from school to adult life.

This final report reflects the accomplishments of the past three years in establishing a data-based tracking system for youth with disabilities in transition.

236.
Everson, Jane M.; Rachal, Patricia; & Michael, Martha G. (1992).

Interagency collaboration for young adults with deaf-blindness: Toward a common transition goal. Sands Point, NY: Helen Keller National Center, Technical Assistance Center.

transition planning / deaf-blindness / interagency cooperation

This monograph is a compilation of the knowledge gained by the Technical Assistance Center from training and technical assistance activities with state interagency teams attempting to provide services for youth with deaf-blindness.

237.
Brooks, Martha (1993).

Final report: Delaware Transition Follow Along Project. Dover, DE: Department of Public Instruction. (Comp. No. 84.158R - OSERS File No. 224)

Delaware / final reports / follow-up studies / database management

The Delaware Follow Along System Project developed a comprehensive computerized follow along system that collects information on all secondary aged youth receiving special education in the State of Delaware. Data is first collected at the end of ninth grade with the transition plan information. It is collected again at the end of the year the student leaves the school system (exit information). Finally, follow-up information is collected using a telephone survey format one and three years after leaving school. This information is used for long range planning and program evaluation purposes. There is also a software version of the data management system that local districts can use to manage their own information. The Project also provided leadership for the development of a Secondary Special Education Philosophy Statement on Transition Planning and Programming that serves as a guide for program improvement across the State.

238.
California Department of Rehabilitation (n.d.).

Supported employment: The right match [Videocassette]. Beverly Hills, CA: Holden Lewin Productions.

California / supported employment / video productions

This 15 minute video targets employers and others interested in learning about supported employment. It showcases individuals with disabilities successfully employed in California, and talks about the importance of job matching and job coaches and how both employers and employees benefit.

239.
Center for Developmental Disabilities, UAP, University of Vermont (n.d.).

Andreas - Outcomes of inclusion [Videocassette]. Burlington, VT: Producer.

video productions / inclusion / Vermont

This 15 minute video introduces Andreas, his mother, and significant others in his life in and out of high school. Andreas is an individual with brain damage due to an enzyme deficiency at birth. Glimpses of his life at school and at work highlight what inclusion means to Andreas, fellow students, and co-workers.

240.
National Easter Seal Society, IBM, and the President's Commission on Employment (Producers) (1991).

Part of the team - external version [Videocassette]. Chicago: Mediatech Inc.

video productions / employment

This 17 minute video pictures several individuals with disabilities who are successfully employed in a variety of settings. With reasonable accommodations and support, individuals with disabilities are highly productive and valued members of their work teams.

241.
Productive Youth in the Community Project (n.d.).

Mathews Street Center: A positive alternative [Videocassette]. Ft. Collins, CO: Mathews Street Center. (Comp. No. 84.158N - OSERS File No. 232)

video productions / emotional disabilities / Productive Youth in the Community Project

This 16 minute video describes the Mathew Street Center, an alternative high school program for youths experiencing serious emotional disabilities. The vocational component of the curriculum, Productive Youth in the Community Project, is based on the supported employment model.

242.
Institute on Disability, University of New Hampshire (1992).

Dream catchers [Videocassette]. Durham, NH: Producer. (Comp. No. 84.158N - OSERS File No. 235)

natural supports / self-determination / transition planning / video productions

The video, Dream Catchers, shows how the circles of support model can facilitate individuals with disabilities becoming involved in decisions which affect them. In three different vignettes, the circles of friends and families of three different individuals are shown. Circles of support can provide a network of resources and creative ideas for helping in surmounting obstacles and in finding answers to questions.

243.
Bakersfield College (1992).

Project Employment [videocassette]. Bakersfield, CA: Producer. (Comp. No. 84.078C - OSERS File No. 241)

California / video productions / Project Employment / postsecondary education

This 9 minute video overviews the partnership Bakersfield College has developed with businesses in the community to help students with disabilities find employment. Employers are featured in a variety of employment settings.

244.
Penn Valley Community College (1992).

The Workability Program: "A partnership for success" [Videocassette]. Kansas City, MO: Producer. (Comp. No. 84.078C - OSERS File No. 301)

postsecondary education / self-advocacy / disability disclosure / video productions

This 10 minute video is intended for high school students who are planning to attend college. Issues such as disability disclosure and self-advocacy, as well as tips for success are addressed.

245.
University of Arizona. Department of Special Education and Rehabilitation. (1989).

Project Origins [Videocassette]. Tucson: Producer. (Comp. No. 84.086M - OSERS File No. 147)

video productions / Project Origins

This 10 minute segment from a national morning news program features Project Origins, conceived by Jamey Gittings, project director. Students with disabilities are employed in an archeological dig, doing the digging, sifting, and finding of artifacts. Parents tell of the new respect afforded their children and the development of positive self-images.

246.
Self-Advocacy Association of New York State (1989).

"Our voices count": Self advocacy now [Videocassette]. New York: Producer.

video productions / self-advocacy

Geraldo Rivera narrates this 23 minute video on self-advocacy and the first annual Self-Advocacy Conference of New York State, organized by his friend Bernard Carabelo, once a "client" of Willowbrook. Individuals with disabilities speak out at this conference on what self-advocacy means in terms of empowerment and taking control of their own lives in housing, employment, independent living, and recreation. Starting a self-advocacy group, with the support of advisors, is discussed, as well as how agencies view the self-advocacy movement. Participants of the conference include parents, advocates, advisors -- all advocating for a new level of social conscience.

247.
Seiler, Lauren H.; Everson, Jane M.; & Carr, Theresa S. (1992).

A needs-assessment of agencies serving individuals with deaf-blindness: A national profile of transitional services. Sands Point, NY: Helen Keller National Center, Technical Assistance Center.

deaf blindness / transition planning / statistical analysis

This report documents the results of a national needs-assessment, administered by the Helen Keller National Center-Technical Assistance Center, of educational and adult service agencies providing or proposing to provide transitional services to individuals with labels of deaf-blindness. The purpose of the assessment was to determine the national and regional technical assistance needs of current and potential providers of transitional services to individuals with dual sensory impairment.

248.
Bruyère, Susanne M. (1993).

Participatory action research: Overview and implications for family members of persons with disabilities. Journal of Vocational Rehabilitation, 3(2), 62-68.

participatory action research (PAR) / family involvement

This article defines participatory action research (PAR), traces its history, provides examples from other disciplines and from research related to rehabilitation, describes ways to maximize a PAR approach in rehabilitation research, and discusses implications for rehabilitation education and training, practice, and policy for the 1990s.

249.
Stineman, R. M.; Morningstar, Mary E.; Bishop, Barbara; & Turnbull, H. Rutherford, III (1993).

Role of families in transition planning for young adults with disabilities: Toward a method of person-centered planning. Journal of Vocational Rehabilitation, 3(2), 52-61. (Comp. No. 84.158N - OSERS File No. 263)

transition planning / family involvement

In this article, the authors describe families' roles in the transition process for young adults with severe disabilities, identify barriers to family involvement, and strategies to increase successful collaboration, and, based on work at Full Citizenship, Inc., and the Beach Center on Families and Disabili-

ty, argue for person-centered planning to develop a parent-professional partnership.

250.
Pettitt, Geri; & Pettitt, Jim (1993).

Family viewpoint. Journal of Vocational Rehabilitation, 3(2), 47-49.

parent involvement / transition planning / self-advocacy

The parents of a young woman with Down syndrome discuss their daughter and the importance of transition planning for parents.

251.
Yancey, Glen (1993).

Importance of families in transition from school to adult life: A rehabilitation practitioner's perspective. Journal of Vocational Rehabilitation, 3(2), 5-8.

family involvement / transition planning

The author describes the positive influence of active family participation in the transition process for young persons with disabilities.

252.
Irvin, Larry K.; Thorin, Elizabeth; Singer, George H. S. (1993).

Family-related roles and considerations: Transition to adulthood by youth with developmental disabilities. Journal of Vocational Rehabilitation, 3(2), 38-46.

transition planning / developmental disabilities / family involvement

This article documents the role of the family related to transition and describes a useful conceptual/theoretical foundation that can serve to facilitate a clearer understanding of transition for young adults and their families. The authors emphasize the family-dependent nature and effects of the process of transition to adulthood for youth with developmental disabilities.

253.
Santelli, Betsy; Turnbull, Ann P.; Marquis, Janet; & Lerner, Esther (1993).

Parent-to-parent programs: Ongoing support for parents of young adults with special needs. Journal of Vocational Rehabilitation, 3(2), 25-37.

transition planning / parent involvement / adult services / surveys

Parent-to-Parent programs provide emotional and informational support to parents who have a son or daughter with a disability by matching a trained veteran parent in a one-to-one relationship with a parent newly referred to the program. Because the veteran parent and the referred parent have similar disability and family issues, the veteran parent is able to provide a unique form of support based upon these shared common experiences and the knowledge and wisdom acquired along the way. In some Parent-to-Parent programs, parents of young adults with special needs who have already made the transition from the special education service system to adult services are providing this valuable support to families of adolescents preparing for this transition. This article reports the results of a national survey of Parent-to-Parent programs, and discusses the implications of the survey findings for parent support during transition planning and the move into the adult-service system.

254.
Mann, Linda; & Mann, Dick (1993).

Kim Mann. Journal of Vocational Rehabilitation, 3(2), 23-24.

parent involvement / parent attitudes / transition planning

The parents of a young woman with Down syndrome discuss their expectations for their daughter's future and their concerns that their daughter's high school has not adequately prepared her for the transition to adult life.

255.
Ferguson, Philip M.; Ferguson, Dianne L.; Jeanchild, Lysa; Olson, Deborah; & Lucyshyn, Joseph (1993).

Angles of influence: Relationships among families, professionals, and adults with severe disabilities. Journal of Vocational Rehabilitation, 3(2), 14-22.

severe disabilities / adult services / support networks / qualitative methods

This report focuses on the development of a grounded theoretical interpretation of how professionals and families of adults with severe disabilities perceive their relationships with each other. The authors describe the variety of perspectives that they have encountered on current relationships between individual families and professionals. Their findings deal specifically with the relational outcomes in terms of patterns of influence.

256.
Jamison, Sharman Davis (1993).

Vocational rehabilitation: A risky business when family matters. Journal of Vocational Rehabilitation, 3(2), 11-13.

vocational rehabilitation / parent involvement

This article focuses on parent roles and responsibilities and discusses some of the ways in which vocational rehabilitation personnel can reduce risk as families create and define their roles within the vocational rehabilitation process.

257.
Will, Madeleine (1993).

The question of personal autonomy. Journal of Vocational Rehabilitation, 3(2), 9-10.

personal autonomy

The author discusses the importance of personal autonomy for persons with disabilities and the positive and negative effects on personal autonomy of early intervention programs, vocational training programs, and employment services.

258.
Sayeed, Marta Hernandez; & Montes, Maria Elena (1993).

An empowerment model: Illinois Fiesta Educativa. Journal of Vocational Rehabilitation, 3(2), 50-51.

self-advocacy / community partnership programs / Illinois

This article reports on Fiesta Educativa, an organization whose empowerment model is based on a belief in community organizing as a framework for action. The organization represents not only families of children with disabilities, adults with disabilities, special education teachers, and rehabilitation professionals, it is a working coalition of all of these different groups.

259.
Rau, Larry (1989).

Human service plan II - Issue papers: Transition services. Springfield: Illinois Department of Rehabilitation Services, Division of Planning and Analysis.

transition planning / Illinois / secondary education

This document on transition services is one of a set of four issue papers developed annually to present an overview of critical issues which are of importance to the Department of Rehabilitation Services (DORS). This issue paper includes a definition of the issue, a discussion of the Department's vision for the 1990s, background information, analysis, and a description of alternative solutions to the issue. DORS identifies a major priority over the next decade as implementing a transition service system which emphasizes integrated employment and independent living as outcomes for all students with disabilities who exit Illinois high school programs. This issue encompasses transition planning through a life span approach of critical community-based services and supports for persons with disabilities.

260.
Peters, Susan J. (1990).

Integration and socialization of exceptional children. Anthropology & Education Quarterly, 21(4), 319-339.

social skills / inclusion / special education / ethnography

This ethnographic study examines the process of socialization for physically challenged children "mainstreamed" in an elementary school program. The research goal was to determine the effects of the mainstream environment on physically challenged children as they were socialized with their peers. Analysis focuses on the social and cultural contexts of mainstreaming practices and the dynamics of interactions at the classroom level. Findings identify patterns of behavior, structural components, and processes of the integrated classroom setting that facilitate functional responses of individual children to the mainstream environment.

261.
Gleason, John J. (1990).

Meaning of play: Interpreting patterns in behavior of persons with severe developmental disabilities. Anthropology & Education Quarterly, 21(1), 59-77.

severe disabilities / recreation and leisure / ethnography

This article illustrates how one play example from a five-year study of persons with multiple, severe, and profound developmental disabilities in a state school setting calls into question the prevailing nature of educational and therapeutic practice. In this key event, two boys at play demonstrate the significance of applied ethnographic methods in analyzing the fundamentals of special education practice. Analysis of the boys' behavior for meaning provides a significantly different interpretation of practice in this setting. Grounded in the discussion of their play, the researcher questions the meaning of the individual's behavior and the meaning and significance of the event for professional practice. The article identifies the different levels of interpretation and forms of analysis in this setting and how each influences the other. Following the explanation of the key event between the two residents, the levels of meaning that evolved in the process of making sense of the event are explained to provide insight into the interaction and the nature of professional intervention in special education.

262.
Community Transition Interagency Committee Technical Assistance Project (1991).

Transition strategies that work: Profiles of successful high school transition programs. Minneapolis: Institute on Community Integration (UAP), University of Minnesota; St. Paul: Interagency Office on Transition Services, Unique Learner Needs Section, Minnesota Department of Education.

transition planning / secondary education / program evaluation

In this guide, 23 of the exemplary transition programs in Minnesota are profiled. The programs have each been developed to improve the transition process and adult outcomes for secondary students with disabilities, as well as to increase the cost-effectiveness and efficiency of transition services planning. It is hoped that this guide will provide options for readers to further explore and adapt for use with the students they serve.

263.
McKelvy, Linda (1992).

NEXT STEPS: The transition series (Presentation for the 1992 CEC Convention). Alexandria, VA: Parent Educational Advocacy Training Center.

transition planning / community integration

This presentation profiles the NEXT STEPS transition series. This series was developed by the Parent Educational Advocacy Training Center (PEATC) to assist parents and students with disabilities to prepare for the change from life as a student in school to life in the community. The purpose of this series of six workshops is to provide families with the skills and information they need to work with others to achieve the four goals of transition: employment or additional education, social and interpersonal relationships, independent living, and self-advocacy.

264.
Lavoie, Richard D. (1990).

How difficult can this be? (the F.A.T. City Workshop) [Videocassette and discussion guide]. Alexandria, VA: PBS VIDEO.

video productions / F.A.T. (Frustration, Anxiety, Tension) City / learning disabilities

The purpose of this 70 minute videotape and discussion guide is to sensitize parents, teachers, counselors, and friends of learning disabled students to the world of the LD students and to educate them towards different modes of interaction with the students. This video/print package provides an ideal tool for small and large groups to begin to explore the issues surrounding the LD child and can also help users develop personal skills for effective interaction with these students. The guide provides suggestions about how to use the videotape with groups and gives suggested group exercises and discussion questions. A list of resources is also included.

265.
Merriam, Eileen; & Rule, David L. (1989).

An evaluation of the Center for Computing and Disability, the University at Albany , NY: Evaluation Consortium at Albany, University at Albany, the State University of New York. (Comp. No. 84.078C - OSERS File No. 213)

New York / computers / program evaluation

This document reports the results of an evaluation of the Center for Computing and Disability (CCD). The purpose of this evaluation was to provide a description of CCD services, organizational processes, and dissemination efforts, and to assess the effectiveness of these activities on the clients served. In addition, the evaluation endeavored to measure CCD growth in relation to expansion of these services.

266.
Storms, Jane; Bayliss, Camilla; Kincaid, Jeanne; & Carter, Susanne (Comps.) (1993).

Transition services beyond graduation: State policies and perspectives. Eugene, OR: University of Oregon, College of Education, Western Regional Resource Center, University Affiliated Program.

policy analysis / transition planning / special education

Transition from school to adult life is of paramount importance for all students. The Education of the Handicapped Amendments of 1990 (P.L. 101-476), now known as the Individuals with Disabilities Education Act (IDEA), mandates a statement of needed transition services in every IEP for students 16 and older. The intent of the law is to ensure that all students with disabilities have the opportunity to plan and adequately prepare for their futures beyond high school. This new requirement has generated numerous questions from states now updating policies and practices.

The purpose of this paper is two-fold:

1. To provide information on current state practices relating to graduation requirements and continuation of transition services beyond graduation for students with disabilities; and
2. To summarize the legal considerations that states need to keep in mind.

Included in this paper are the following:

1. A discussion of past and current trends surrounding the issue,
2. An attorney's analysis of legal considerations,
3. A description of current state practices,
4. Complete text of state responses to questions.

267.
Parent, Wendy S.; Sherron, Pam; Stallard, Debbie; & Booth, Martha (1993).

Job development and placement: Strategies for success. Journal of Vocational Rehabilitation, 3(3), 17-26.

job development / job placement / choice

The purpose of this article is to describe a process of job development and placement for people with severe disabilities that maximizes individual choice and participation. First, a procedure for assessing an individual's skills, preferences, and support needs is presented. Second, strategies for identifying community employment opportunities are discussed. Third, activities to assist with making job placement decisions and first-day-of-work arrangements are reviewed.

268.
Banks, Ron; & Renzaglia, Adelle (1993).

Longitudinal vocational programs: A review of current recommended practices for individuals with moderate to severe disabilities. Journal of Vocational Rehabilitation, 3(3), 5-16.

literature review / program evaluation / vocational education

The purpose of this article is to review the longitudinal vocational programming literature to determine what curriculum and program elements are currently being advocated for use with students who have moderate to severe disabilities, suggest modifications, and discuss implementation issues.

269.
Nietupski, John; Murray, Jerry; Chappelle, Sandy; Strang, Lynn; Steele, Pat; & Egli, Julie (1993).

Dispersed heterogeneous placement: A model for transitioning students with a wide range of abilities to supported employment. Journal of Vocational Rehabilitation, 3(3), 43-52. (Comp. No. 84.158N - OSERS File No. 262)

Dispersed Heterogeneous Placement Model / supported employment

This article describes a supported employment model that combines features of the individual placement and enclave models. This approach, termed dispersed heterogeneous placement (DHP), involves dispersal of three to five individuals with disabilities across several departments within a single business or across several nearby businesses. The individuals placed exhibit a range of capabilities and severity levels, allowing one job coach to support the consumers and the business. A four-step process for developing DHP sites is presented. Two DHP sites are illustrated, on at the corporate headquarters of American College Testing and the second at a large hospital.

270.
Winking, Deborah L.; O'Reilly, Bonnie; & Moon, M. Sherril (1993).

Preference: The missing link in the job match process for individuals without functional communications skills. Journal of Vocational Rehabilitation, 3(3), 27-42.

choice / job matching / vocational rehabilitation / severe disabilities

Although choice plays an important role in the quality of one's life, people with disabilities usually do not get to make

choices that may affect job success. This article presents results of a pilot study designed to use nonverbal preference/nonpreference indicators and a work variables assessment procedure to build choice into the job match process for individuals with autism and mental retardation for whom communication is severely limited. A replicable strategy is outlined to help school and adult service providers assess preferences of individuals who do not reliably make choices because of lack of experience and/or functional communication skills.

271.
Inge, Katherine J.; Moon, M. Sherril; & Parent, Wendy (1993).

Applied behavior analysis in supported employment settings. Journal of Vocational Rehabilitation, 3(3), 53-60.

behavior modification / supported employment

The purpose of this article is to describe the application of a multi-element design and changing criterion design on a supported employment job site. First, the employment specialist used a multi-element design to compare three different reinforcement strategies to determine which would be most effective for the consumer. She then implemented a program using a changing criterion design and the results of the multi-element design to train a young woman with a severe disability to increase her production rate on folding laundry. Resulting data support the use of behavioral training in supported employment job sites as an efficient initial training methodology.

272.
Fredericks, Bud; Bullis, Michael; Nishioka-Evans, Vicki; & Lehman, Constance (1993).

Competitive job training and placement for youths with severe emotional disturbances. Journal of Vocational Rehabilitation, 3(3), 61-71.

severe emotional disturbances (SED) / job placement / vocational training

Programs for youths who are severely emotionally disturbed and who exhibit such behaviors as noncompliance with rules and authority, tantrums, theft, and sex offending must incorporate a comprehensive array of services to help the young people succeed in community-based job settings. Youths in the vocational program described here are divided into two groups because of their different intellectual functioning levels. Case histories from both groups illustrate the types of interventions necessary to maintain the young people in competitive jobs. Results indicate that, over the past 10 years, 63% of the youths served

by this program have had successful job placements. For this type of success to be achieved, certain conditions seem to be necessary, including counseling for certain youths including specialized counseling for sex offending and substance abuse, training in social skills, case manager training for job coaches, and specialized behavior intervention training for job coaches.

273.
Curl, Rita M.; & Chisholm, Linda A. (1993).

Unlock coworker potential in competitive employment: Keys to a cooperative approach. Journal of Vocational Rehabilitation, 3(3), 72-84.

co-worker involvement / natural supports / mild disabilities

Twenty-seven youths and young adults with mild disabilities received employment services, including the opportunity to work with prepared co-worker trainers, to promote successful employment in competitive businesses. Co-workers were trained to teach job tasks by using an instruction/model/observe/coach sequence and conduct evaluation and long-term follow-up services in cooperation with the employment specialist. Individuals who previously were unemployed or underemployed worked at a variety of businesses, had the opportunity to participate in additional job training programs, and advanced to other jobs as dictated by skills, interests, and economic circumstances. Early results suggest that the co-worker training and transition model was accepted and used most effectively by consumers with mild intellectual handicaps and those who demonstrated both behavior disorders and learning disabilities versus youths with learning disabilities alone.

274.
Johnson, David R.; Wallace, Teri; & Krawetz, Nancy (1993).

Exemplary programs for persons with disabilities: In transition, supported employment, and parent-professional collaboration. Minneapolis: University of Minnesota, Institute on Community Integration (UAP).

success / model programs / supported employment / transition planning / parent involvement

This resource guide profiles 12 exemplary programs serving people with disabilities through interagency collaboration for transition, supported employment, and parent-professional collaboration. The programs were evaluated and selected as exemplary by the North Central Regional Information Exchange (NCRIE), a federally-funded project that is identifying and promoting adoption of exemplary practices within the Region V states of

Minnesota, Wisconsin, Illinois, Indiana, Michigan, and Ohio. Key program components that are exemplary in nature are highlighted and stories of how the programs have worked for specific individuals are shared. The purpose of this document is to inform service providers of exemplary programs and to offer an invitation to pursue further information about programs that are of interest to readers.

275.
Luft, Pamela; & Rusch, Frank R. (in press).

Moving out into the world: Transitions from adolescence to adulthood. In H. M. Wallace, R. F. Biehl, J. C. MacQueen, & J. A. Blackman (Eds.), Children with disabilities and chronic illness: Challenges and solutions in community care. Oakland, CA: Third Party Associates, Inc.

federal legislation / transition planning / program evaluation

This chapter examines transition with reference to: (a) four legislative acts that impact transition services, (b) seven legislated implementation mechanisms, (c) seven outcome areas, and (d) a social system for evaluating services to transitioning youth.

276.
Michaels, Craig Adam (1993).

Differences in curriculum ideologies among participants in the secondary special education transition planning process. Ph.D. Dissertation, New York University, NY.

curriculum / special education / secondary education / outcomes of education

This study was conducted to critically examine the secondary special education curriculum in relation to promoting successful outcomes for students with disabilities. Differences in curriculum ideologies were investigated among three groups of participants in the transition planning process (special education teachers, vocational rehabilitation counselors, and parents). The findings have implications for the implementation of the transition amendments of the Individuals with disabilities Education Act.

277.
Wermuth, Thomas R. (1993).

Developing student-centered transition planning teams. LD Forum, 18(2), 39-41.

transition planning / individualized education program (IEP) / learning disabilities

The practical goal of this paper is to assist secondary-level special education teachers to develop transition planning teams as part of the IEP process for students with learning disabilities (LD). These teams should be developed on an individual basis and reflect "the individual student's needs, taking into account the student's preferences and interests" (34 C.R.F. Sec. 300.18). Additionally, the development of transition planning teams for individual students with LD should be based on the adult outcomes the student hopes to attain after exiting the secondary school.

278.
Baggett, David; & Silver, Patricia G. (1992).

A study of faculty awareness of students with disabilities. Amherst, MA: University of Massachusetts, Center for Counseling and Academic Development, Project I CAN. (Comp. No. 84.078C - OSERS File No. 305)

faculty attitudes / postsecondary education / Massachusetts

This paper presents results of 422 respondents to a 1992 study of faculty awareness of disability at the University of Massachusetts at Amherst that are most relevant to disability service providers in higher education. An analysis of the data indicates respondents lack experience teaching students with disabilities, are unfamiliar with special education law, and are unfamiliar with University services for students with disabilities. Respondents are most familiar with teaching students with learning disabilities. Implications for disability service providers are discussed.

279.
Wehmeyer, Michael L. (1992).

Self-determination and the education of students with mental retardation. Education and Training in Mental Retardation, 27(4), 302-314. (Comp. No. 84.158K - OSERS File No. 271)

self-determination / special education / outcomes of education

For most persons, expressing personal belief and preferences, making choices and decisions based upon these expressions and assuming responsibility for one's life are valued aspects of life and reflections of adulthood. For individuals with mental retardation this is frequently not so. This article discusses the importance of self-determination in educating learners with mental retardation. Drawing from pertinent literature in psy-

chology and special education, self-determination is defined and its impact on educational achievement examined. Implications for teachers and administrators in special education are discussed.

280.
Morgan, Robert L.; Moore, Stephen C.; McSweyn, CaryAnn; & Salzberg, Charles L. (1992).

Transition from school to work: Views of secondary special educators. Education and Training in Mental Retardation, 27(4), 315-323.

attitudes / special education / secondary education / transition planning

The researchers surveyed 104 secondary special educators in six states to determine their views on planning the transition of students from school to work. The educators responded to a mailed questionnaire to ascertain (a) what activities they considered important in transition planning; (b) what age they started planning for a student's transition; (c) what skills, behaviors, and services they assessed; (d) who participated on a transition team and who was primarily responsible for coordinating the transition; and (e) what goals they commonly identified in a transition plan. Results showed what respondents considered teaching social and job skills, involving parents, and matching skills to jobs as the most important activities. Differences between the importance of activities to students with mild versus severe disabilities are discussed. Most respondents reported that their programs started planning a student's transition at or before 16. Numerous assessment and goal areas were reported. The teacher was most frequently identified as the person responsible for transition planning, although several other professionals commonly participated on the transition team. Results are discussed in terms of improving transition planning for students with disabilities.

281.
Boone, Rosalie S. (1992).

Involving culturally diverse parents in transition planning. Career Development for Exceptional Individuals, 15(2), 205-221.

parent involvement / cultural diversity / transition planning

Parent training was developed and implemented to provide culturally diverse parents with basic knowledge about the school-to-community transition. Prior to their attendance at an individualized transition planning conference, parents of high school youth with disabilities were provided with training. In order to

determine the effects of the pre-conference training on conference participation, conference proceedings were audiotaped and analyzed. The participation of parents who received training was compared to the participation of parents who received no pre-conference training. Parents were interviewed to determine their opinions about and satisfaction with the conference.

282.
Baumgart, Diane; & Askvig, Brent (1992).

Job-related social skills interventions: Suggestions from managers and employees. Education and Training in Mental Retardation, 27(4), 345-353.

social skills / employer involvement / natural supports

This study was conducted to examine the abilities of managers and entry-level employees of community businesses to suggest appropriate interventions for job-related social skill problems of students with mild, moderate, or learning handicaps. A survey of 202 managers and employees was used to obtain suggestions for intervening on 14 job-related social skill problems. The suggestions were evaluated by two special education experts regarding their appropriateness for the students and situations presented.

The results of the study were interpreted to indicate that managers and employees can provide appropriate strategies for remediating job-related social skill problems. Managers had a significantly higher proportion of responses rated appropriate than employees and some of the job-related skills had higher percentages of interventions rated as appropriate than others. The discussion reviews these results and describes the importance of these findings and future research for addressing job-related social skills problems of students with mild, moderate, and learning handicaps in community work sites.

283.
Brady, Michael P.; Linehan, Sharon A.; Campbell, Patti C.; & Neilson, William L. (1992).

Too high, too low, too young: An ethnography of teachers' curriculum and instruction decisions for students with severe disabilities. Education and Training in Mental Retardation, 27(4), 354-366.

curriculum and instruction / best practices / program implementation / ethnography

This paper presents a qualitative study of what influences teachers' instructional practices with students who have moderate to severe disabilities. Ethnographic interviews and observations were used (a) to discover teachers' perceptions of their activi-

ties with their students and then (b) to compare these perceptions to classroom actions. Findings are examined along four separate themes: (a) curriculum consistency, (b) instructional consistency, (c) administrative support, and (d) time and effort. The findings are discussed in terms of teachers' roles in delivering best practices to students with significant disabilities.

284.
Hayden, Mary F.; Lakin, K. Charlie; Hill, Bradley K.; Bruininks, Robert H.; & Copher, Janell I. (1992).

Social and leisure integration of people with mental retardation in foster homes and small group homes. Education and Training in Mental Retardation, 27(3), 187-199.

residential facilities / community integration / recreation and leisure

This paper reports on the social relationships and leisure activities of a representative national sample of 336 persons with mental retardation living in 181 small (six or fewer total residents) foster homes, small group homes, and small group homes with Intermediate Care Facilities for the Mentally Retarded (ICF-MR). Data were gathered on a wide range of indicators of the social and leisure/recreational integration, such as relationships with neighbors, family members, and others; and leisure activities. The study found people were integrated in the community and had typical life experiences. However, the depth and breadth of their life styles may be less than might be expected or desired.

285.
Nietupski, John; Verstegen, Dale; & Hamre-Nietupski, Sue (1992).

Incorporating sales and business practices into job development in supported employment. Education and Training in Mental Retardation, 27(3), 207-218. (Comp. No. 84.158N - OSERS File No. 262)

job development / supported employment

The basic premise of this paper is that a more business-like approach to job development, one that acknowledges the importance of meeting employer needs, is essential for growth in supported employment opportunities. Seven job development elements that incorporate sales and business practices are presented and illustrated. These elements are drawn from five years of job-development experience with large and small businesses, together with information from the professional literature. Future job development research needs also are suggested.

286.
Agran, Martin; Fodor-Davis, Julie; Moore, Stephen C.; & Martella, Ronald C. (1992).

Effects of peer-delivered self-instructional training on a lunch-making work task for students with severe disabilities. Education and Training in Mental Retardation, 27(3), 230-240.

peer involvement / severe disabilities / vocational training

The effects of peer-delivered self-instructional training on the work performance of three students with moderate to severe disabilities were investigated. Two students with mild mental retardation were trained to teach the participants two task-specific self-instructions and an interactive statement to a customer while they prepared sack lunches. Results indicated that two of the three participants learned to make sack lunches in the correct sequence and generalized their responding across customers. For the third participant, increases in performance with generalized responding across customers occurred only after picture cues were added to a self-instructional training package directed by a non-peer trainer. Conditional probabilities were calculated to determine the correspondence between the self-instructions and the task responses. The implications of the results for employment training are discussed.

287.
Smith, Tom E. C.; & Dowdy, Carol (1992).

Future based assessment and intervention for students with mental retardation. Education and Training in Mental Retardation, 27(3), 255-260.

curriculum based assessment (CBA) / career planning

Programming for students with mental retardation is based on assessment data collected to determine individual strengths and weaknesses. While norm-referenced assessment methods have been used extensively in the past for this purpose, more and more schools are using criterion-referenced, curriculum-based assessment models. Although these approaches represent a major step forward in determining appropriate instructional needs, they may not take into consideration the future goals and objectives of individual students. Therefore, the curriculum implemented for individual students may not be relevant to their future needs. The proposed future based assessment/intervention model takes into consideration students' abilities as well as their individual long range goals and objectives. Armed with this information, professionals can develop intervention plans that realistically prepare students for their futures.

288.
Simmons, Thomas J.; & Flexer, Robert W. (1992).

Community based job training for persons with mental retardation: An acquisition and performance replication. Education and Training in Mental Retardation, 27(3), 261-272.

supported employment / generalizability

The purpose of this study was to compare the performance of two adults with different levels of mental retardation in a community employment site. The study's main purpose was to provide a direct replication across participants on a supported employment restroom cleaning program to assess generalization of training strategies. Dependent variables were the percent of steps performed independently on community training task, and the number of prompts needed to teach the targeted behavior. Further, the independent variable was the severity of disability or the level of retardation of the participants.

Results indicated that both participants learned to perform the tasks equally well. The person with moderate mental retardation learned the tasks in fewer sessions (15). The person with severe mental retardation learned the tasks in a greater number of sessions (21). Discussion concentrated on the implementation issues of providing supported employment to persons who have varying degrees of impairments.

289.
Hoover, John H.; Wheeler, John J.; & Reetz, Linda J. (1992).

Development of a leisure satisfaction scale for use with adolescents and adults with mental retardation: Initial findings. Education and Training in Mental Retardation, 27(2), 153-160.

recreation and leisure / assessment techniques

The development of a structured interview designed to assess leisure satisfaction in persons with mental retardation is described along with initial reliability, validity, and leisure satisfaction findings. A rationale for measurement of leisure satisfaction based on quality-of-life issues and choice is provided. Possible uses of such an instrument in programming are discussed.

290.
Morrison, Gale M.; Laughlin, John; Smith, Doug; Ollansky, Ellen; & Moore, Bob (1992).

Preferences for sources of social support of Hispanic male adolescents with mild learning handicaps. Education and Training in Mental Retardation, 27(2), 132-144.

Hispanics / social integration / learning disabilities

This investigation focused on the preferences for social support of Hispanic male adolescents with and without mild learning handicaps for various kinds of life stressors. Social support is of special interest because of the role it can play in the buffering of the multiple stressors that adolescents experience in today's society. Adolescents with mild learning handicaps are particularly at-risk due to the probability that they experience ongoing difficulty in their social relationships. These difficulties limit their access to the positive effects of social support. Students at the junior high level with and without mild learning handicaps responded to questions concerning who they would talk to about a variety of everyday stressors. Students with mild learning handicaps in resource room and special day class settings had higher rates of choosing the category of "nobody" and lower rates of choosing siblings than their nonhandicapped peers. Differences were found between resource room and special day class students in their preferences for parents, peers, and teachers. Situational variations in these overall patterns are described.

291.
Kozleski, Elizabeth B.; & Sands, Deanna J. (1992).

The yardstick of social validity: Evaluating quality of life as perceived by adults without disabilities. Education and Training in Mental Retardation, 27(2), 119-131.

quality of life / human services

Adults without disabilities were surveyed using the same instrument that was used to investigate the quality of life for adults with developmental disabilities. Survey results suggest that some quality of life indicators may be inhibitors to achieving satisfactory quality of life. Other indicators may enhance or serve as contributors towards a positive quality of life. Differentiating between inhibitors and contributors may help service providers to focus services for individuals on those factors that will directly contribute to change in quality of life status. Using data from a sample of the typical population ensures that our programming efforts will support community inclusion for individuals with developmental disabilities.

292.
Wehman, Paul (1992).

Transition for young people with disabilities: Challenges for the 1990's. Education and Training in Mental Retardation, 27(2), 112-118.

policy analysis / federal legislation / program development / transition planning

This paper discussed developments in transition for young people with disabilities. Progress in transition over the last decade is described. Topics include the Individuals with Disabilities Education Act, positive legislative advances, advances in behavioral and rehabilitative technology, family and student attitudes, and impact of federally funded model demonstrations.

293.
Edgar, Eugene (1992).

Secondary options for students with mild intellectual disabilities: Facing the issue of tracking. Education and Training in Mental Retardation, 27(2), 101-111.

mild mental retardation / barriers / work-study program

This paper reviewed several barriers to the development of a work-study option for students labeled mildly mentally retarded. These barriers included: the debate over the existence of the entity mental retardation, the relationship of political/economic factors and schooling, the purpose and content of secondary education, and the interaction of personal values with these factors. Tentative conclusions include: mental retardation is an entity; this condition is defined by social context; social systems (such as education) can make a difference; and, on the whole, special education is a "good thing."

294.
Bruininks, Robert; Thurlow, Martha L.; & Ysseldyke, James E. (1992).

Assessing the right outcomes: Prospects for improving education for youth with disabilities. Education and Training in Mental Retardation, 27(2), 93-100.

outcomes of education / policy analysis / quality of life

Calls for reform in the 1990s will increasingly emphasize the importance of assessing educational outcomes for youth with disabilities. This trend represents a sharp departure from the emphasis on inputs and processes that characterized the focus of evaluation strategies during the past two decades. Despite widespread recognition that the achievement of better results is essential, there is little consensus among professionals and the general public about the central goals of education for children and youth generally, and in particular, for youth with disabilities. In fact, growing focus on results in state and national accountability systems has largely ignored the educational status

and development of students with disabilities. In this paper important issues, conceptual models and research that seek to identify and refine educational outcomes that are important to achieving greater cultural assimilation and quality of life for youth, children and adults with disabilities are discussed.

295.
Lombard, Richard C.; Hazelkorn, Michael N.; & Neubert, Debra A. (1992).

A survey of accessibility to secondary vocational education programs and transition services for students with disabilities in Wisconsin. Career Development for Exceptional Individuals, 15(2), 179-188.

accessibility / vocational education / Wisconsin

The purpose of this study was to determine the availability of vocational education programs to secondary education students with disabilities in Wisconsin and the extent of accessibility. In addition, students' access to vocational assessment services and the inclusion of vocational and post-school transition goals on IEPs were examined to further assess the impact of the student assurances outlined in the 1984 Perkins Act.

296.
Sands, Deanna J.; Kozleski, Elizabeth B.; & Goodwin, Laura D. (1992).

Quality of life for workers with developmental disabilities: Fact or fiction? Career Development for Exceptional Individuals, 15(2), 157-177.

quality of life / choice / human services

The purpose of this study was to investigate adults with developmental disabilities who were currently working on a full or part-time basis and to compare the extent of their quality of life as defined by certain interpersonal, environmental, social, and political factors.

297.
Hoisch, Sharon A.; Karen, Robert L.; & Franzini, Louis R. (1992).

Two-year follow-up of the competitive employment status of graduates with developmental disabilities. Career Development for Exceptional Individuals, 15(2), 149-155.

satisfaction / follow-up studies

The present study attempted to assess graduates' current employment status and satisfaction in competitive employment, as define by Kiernan, McGaughey, & Schalock (1988), and the satisfactions of their employers. Follow-up interviews were conducted with school district graduates, as well as their employers who were queried via return-mail questionnaire.

298.
Sands, Deanna J. (1992).

Validity of the National Independent Living Skills Screening Instruments. Exceptionality, 3(3), 133-145.

assessment techniques / independent living

There is a lack of valid and reliable assessment instruments for evaluating independent living skills, particularly for adolescents and adults. The National Independent Living Skills (NILS) Screening Instrument was designed to meet that need. The purpose of this study was to investigate concurrent criteria validity of the NILS Screening Instrument, using a sample of persons with deafness. High Pearson product moment correlation between the NILS and the Vineland Adaptive Behavior Scale-Survey Form and canonical correlation analyses supported the conclusion that the NILS Screening Instrument has a high level of concurrent criterion validity. The implication is that the NILS Screening Instrument is a valid tool that can serve as an alternative assessment of independent living skills of persons 16 years of age and older with a diagnosed hearing impairment and possible secondary handicapping conditions.

299.
Sands, Deanna J. (1992).

Reflections on "Validity of the National Independent Living Skills Instrument." Exceptionality, 3(3), 181-184.

independent living / assessment techniques / problem-solving

The author provides personal perspectives on the development of the National Independent Living Skills (NILS) instrument and curriculum materials.

300.
Schumm, Jeanne Shay; & Vaughan, Sharon (1992).

Planning for mainstreamed special education students: Perceptions of general classroom teachers. Exceptionality, 3(2), 81-98.

program planning / inclusion / attitudes

The purpose of this survey was to examine general education teachers' perceptions and feelings about planning for mainstreamed students as well as their planning practices. The investigation was guided by a model that included three types of planning (preplanning, interactive planning, and postplanning) and three factors that influence planning (teacher, environment, and student). A second purpose was to examine how teachers' responses pertaining to planning for mainstreamed students differed across grade groupings (e.g., elementary, grades one to five; middle school, grades six to eight; and high school, grades 9 to 12). Subjects included 775 elementary, middle, and high school teachers representing 39 schools in a metropolitan school district in the Southeast. Findings are discussed.

301.
Schumm, Jeanne Shay; & Vaughan, Sharon (1992).

Reflections on "Planning for mainstreamed special education students: Perceptions of general classroom teachers." Exceptionality, 3(2), 121-126.

program planning / inclusion

The authors respond to a series of questions based on their study of the mainstreaming of special education students.

302.
Brown, Fredda; & Lehr, Donna H. (1993).

Making activities meaningful for students with severe multiple disabilities. Teaching Exceptional Children, 25(4), 12-16.

severe disabilities / program evaluation / social validation

To ensure that the needs of students with severe and multiple disabilities are adequately met, educators must identify meaningful outcomes specific to each student that reflect these important social validity and quality of life concerns. This article discusses two important standards:

1. For an outcome to be meaningful, it must result in participation in daily routines according to the individual's strengths, as well as areas of needs.
2. Instruction should result in the student's having more meaningful control over personal routines and events in his or her environment.

303.
Steere, Daniel E.; Wood, Robin; Pancsofar, Ernest L.; & Rucker, Ronald E. (1993).

Vocational training for secondary-level students with severe disabilities. Teaching Exceptional Children, 25(4), 7-11.

severe disabilities / program development / vocational training

During the past several years, there have been advancements in vocational instruction strategies for use with secondary-level students who have severe disabilities. These advancements have resulted from legislative and policy changes, research, and evolving practices. This article reviews the critical characteristics of high-quality secondary-level vocational instruction programs that increase the likelihood that students with severe disabilities will obtain paid community employment upon graduation. Critical characteristics that should be considered in the design of an instructional program for students with severe disabilities are organized into five categories: location of instruction, curriculum, instructional strategies, transition planning, and program organization. These categories include 14 critical characteristics of effective vocational programs.

304.
McKenzie, Robert G.; & Houk, Carolyn S. (1993).

Across the great divide: Transition from elementary to secondary settings for students with mild disabilities. Teaching Exceptional Children, 25(2), 16-20.

transition planning / elementary education / secondary education

This article describes an intraschool consultation model designed to enable teachers and administrators to program for the transition needs of their elementary school students.

305.
Ysseldyke, James E.; Thurlow, Martha L.; & Shriner, James G. (1992).

Outcomes are for special educators too. Teaching Exceptional Children, 25(1), 36-50.

outcomes of education / special education / program evaluation

This article discusses what the term outcomes encompasses at different levels and provides descriptions of current and proposed strategies for assessing the educational outcomes of students with disabilities. "Windows" written by people working within each level (e.g., Judy A. Schrag, Nancy LeCount, Kaaren

Allen, Kim Martinson, Gary Harold and Karen Maples, Frances F. Loose, and Patricia McGill-Smith) highlight some of the ways outcomes activities are affecting professionals in the field.

306.
Thompson, Lyke; Powers, Greg; & Houchard, Berenice (1992).

The wage effects of supported employment. Journal of the Association for Persons with Severe Handicaps, 17(2), 87-94.

supported employment / cost benefit analysis / wages

This study investigated the effects of supported employment on wages earned by persons with disabilities. The authors sought to determine whether supported employment produced higher wages than sheltered employment, whether any effect was a result of increases in wage rates or hours, and whether one model of supported employment had more impact than another. The analysis showed that wages increased after entering supported employment, after correcting for differences in employees' measured Iqs. Entry into supported employment had a more consistent impact on wage rates than on hours of employment. Individual placement was shown to have the largest effect on wages, while participation in mobile crews had little effect.

307.
Benz, Michael R.; & Todd, Anne W. (1990).

Group versus individual instruction for teaching daily living skills to students with severe handicaps. Australia and New Zealand Journal of Developmental Disabilities, 16(2), 81-95.

independent living / program evaluation / instruction

The relative effectiveness of group and individual instruction formats for teaching daily living skills to students with severe handicaps was examined through an initial study (n=23 students) and a replication (n=47 students). The replication study also examined the acceptability of the group instruction procedures from the perspective of the participating teachers. Students were selected for participation who represented the range of students present in the classroom sites, including those students whom teachers identified as too difficult to teach in a group situation.

Factorial repeated measures analysis of variance designs were used in both studies. Results indicated that there were no significant differences between the group and individual instruction formats for the tasks targeted in the first study. These findings were replicated for the two tasks targeted in the second study. Virtually all of the teachers participating in the replication study reported the group instruction procedures to be

practical as a major teaching strategy, for teaching their difficult students, and for teaching daily living skills. The results are discussed in terms of their implications for future research to develop group instruction strategies for teaching all students within the constraints that exist in school programs.

308.
Jiranek, Danielle; & Kirby, Neil (1990).

The job satisfaction and/or psychological well being of young adults with an intellectual disability and nondisabled young adults in either sheltered employment, competitive employment or unemployment. Australia and New Zealand Journal of Developmental Disabilities, 16(2), 133-148.

job satisfaction / sheltered workshops / competitive employment

The job satisfaction and/or psychological well being of young adults with an intellectual disability who were either competitively employed, employed in a sheltered workshop or unemployed were examined and compared with the job satisfaction and/or psychological well being of nondisabled young adults who were competitively employed or unemployed.

Administration of a questionnaire to these young adults found that:

1. For both those with an intellectual disability and the nondisabled, competitive employment was a more positive alternative than unemployment in terms of psychological well being.
2. Those with an intellectual disability generally had lower psychological well being in comparison to the nondisabled regardless of whether they were employed or unemployed.
3. For those with an intellectual disability, competitive employment was a more positive alternative to sheltered employment in terms of job satisfaction but not in terms of psychological well being.
4. For those with an intellectual disability, self esteem in competitive and sheltered employment were similar and higher than in unemployment.

309.
Malette, Paul; Mirenda, Pat; Kandborg, Tracy; Jones, Peter; Bunz, Tia; and Rogow, Sally (1992).

Application of a lifestyle development process for persons with severe intellectual disabilities: A case study report. Journal of the Association for Persons with Severe Handicaps, 17(3), 179-191.

Lifestyle Development Process (LDP) / community integration / social integration / severe disabilities

This report summarizes the results of four data-based case studies that examined the efficacy of the Lifestyle Development Process (LDP) for persons with severe disabilities. The process involves five steps, described in detail in the paper. The planning process was implemented by means of a consultant model, and involved planning meetings, on-site visits, in-service training, problem-solving, written program planning and demonstrations of instructional techniques. The consulting teams were composed of educational and behavioral consultants. Four persons with severe disabilities and challenging behaviors were participants. The individuals resided in four communities in the Province of British Columbia, and received consultative services from 1989 through 1991. All four individuals engaged in a greater number of preferred, integrated activities during the mid- and posttests than at baseline. Their social networks and program quality scores also showed various degrees of improvement. The behavior problems that were reported at the referral stage were substantially reduced at the posttest for all individuals. These results are discussed in relation to previous research in the areas of lifestyle planning and behavior management. Problems in implementing the process by means of a consultant model are also discussed, and areas for future research are identified.

310.
Beare, Paul L.; Severson, Susan J.; Lynch, Evelyn C.; & Schneider, Donna (1992).

Small agency conversion to community-based employment: Overcoming the barriers. Journal of the Association for Persons with Severe Handicaps, 17(3), 170-178.

conversion / barriers / supported employment / community integration

Community-based employment, widely accepted as the major goal for most persons with moderate to severe disabilities, has yet to be fully realized at the local agency level. This paper describes a successful model of supported employment developed by a single small agency previously providing services as a segregated day activity center in a small midwestern city. Included is discussion of the service agency, program methodology, barriers to successful community-based employment along with the manner in which they were overcome, and program outcomes. Included in these outcomes is a current community employment rate of 80% and increased income for workers along with increased community integration. Several recommendations for practice are made from both administrative and programming standpoints.

311.
Haring, Kathryn; Farron-Davis, Felicia; Goetz, Lori; Karasoff, Patricia; Sailor, Wayne; & Zeph, Lucille (1992).

LRE and the placement of students with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 17(3), 145-153.

least restrictive environment (LRE) / data collection / surveys / policy analysis

This study addresses the issue of state variability in the placement of students with disabilities in integrated or segregated (students with disabilities only) settings. The study examines actual placement patterns of students with severe disabilities ("severely handicapped") in a small sample of states in order to more closely identify and analyze factors that might influence national monitoring and reporting of LRE issues. Three states representing different geographical areas and including rural, suburban, and urban population bases participated in a direct survey. The survey asked respondents to identify the number of students with severe disabilities (as defined by the U.S. Department of Education) in the state and the educational placement of these students. A survey validity check was also carried out on a sample of 139 students across the three states. Students were observed and rated using a scale that reports degree of disability (moderate to profound) across nine characteristics; in addition, the placement of these students was recorded. The results of the study suggest that the means by which states collect child count data to report to the federal government under Section 618 of the Education for All Handicapped Children Act are inadequate to meet present information needs. The collection of data by disability category, for example, rather than by estimates of the extent of disability, may make it difficult to evaluate the effects of present educational reform efforts.

312.
Chadsey-Rusch, Janis; & Halle, Jim (1992).

The application of general-case instruction to the requesting repertoires of learners with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 17(3), 121-132.

communication / general case programming

General-case instruction has contributed substantially to the improvement of generalized responding by learners with severe disabilities. Although these procedures have been used with success across a wide variety of behaviors (e.g., street-crossing, dressing, grocery store purchasing), applications of these procedures to communicative behaviors are lacking. This

paper proposes an application of the stimulus-control features of the general-case model to enhance the communicative behavior of learners with severe disabilities. Specifically, the relationship between stimulus control and the pragmatic function of requesting is elaborated.

313.
Newton, J. Stephen; & Horner, Robert H. (1993).

Using a social guide to improve social relationships of people with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 18(1), 36-45.

social integration / quality of life

Staff members of community-based residential programs serving individuals with intellectual disabilities often have difficulty helping participants develop social relationships with community members. A "social guide model" taught staff of an apartment-based residential program to use a set of "community network strategies" to improve the social relationships of three women with disabilities. Results demonstrated a functional relationship between staff members' use of the strategies under the supervision of the social guide model and increases in the size of participants' social networks and the frequency with which they experienced social integration. The intervention also was associated with a higher weekly rate of introduction of new network members and a higher rate of socially integrated activities per network member per week. Gains generally were maintained during a follow-up period, with a regular staff member assuming the role of social guide.

314.
Hunt, Pam; Haring, Kathryn; Farron-Davis, Felicia; Staub, Debbie; Rogers, John; Beckstead, Susan Porter; Karasoff, Patricia; Goetz, Lori; & Sailor, Wayne (1993).

Factors associated with the integrated educational placement of students with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 18(1), 6-15.

inclusion / educational placement / literature review

A study, using survey methodology, was conducted to identify factors associated with the integrated educational placement of students with severe disabilities. Questionnaires were completed by the families and teachers of 1,009 students from five participating states. The questionnaires were designed to measure 19 variables that integration literature suggests are predictive of integrated placement. Logistical regression procedures were utilized to determine the probability of integrated placement as

a function of the identified variables, which included characteristics of the student, family, school program, and community. A stepwise procedure was employed to examine three theoretical models of variables associated with integrated placement, representing integration advocacy, socioeconomic status, and program/facilities characteristics. Additionally, a combined model was estimated using the strongest predictors from the three theoretical models. Factors identified within each of the models are discussed in terms of their implications for increasing the integrated placement of students with severe disabilities.

315.
Eichinger, Joanne; & Downing, June (1992).

An administrator and teacher perspective on program quality indicators for students with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 17(4), 213-217.

program evaluation / Program Quality Indicators

This study investigated the perceptions of 48 teachers and 41 program administrators relative to the importance of 123 items representing program quality for learners with severe disabilities. The purpose of this study was to extend the original validation study (Meyer, Eichinger, & Park-Lee, 1987) of the 123 program quality indicators to include these two groups of service providers considered critical to quality programming. Both groups consistently rated the majority of the 123 items high (between the important and very important anchors). There was only one item that was rated significantly different by the two groups. The unit mean scores for these two groups were compared with those of the six groups in the earlier study (Meyer et al., 1987). The two dimensions considered most important by all eight groups were the criterion of ultimate functioning and professional practices/home-school collaboration. While this study served to further validate these indicators, anecdotal data and ongoing changes in the field served as catalysts for a revision of the Program Quality Indicators checklist (Meyer, Eichinger, & Downing 1992).

316.
Ferguson, Dianne L.; Meyer, Gwen; Jeanchild, Lysa; Juniper, Leah; & Zingo, Joe (1992).

Figuring out what to do with the grownups: How teachers make inclusion "work" for students with disabilities. Journal of the Association for Persons with Severe Handicapped, 17(4), 218-226.

inclusion / community integration / success

This article describes details of inclusion of students with severe disabilities using an extended example of one high school drama class. Based on research conducted in eight schools by a team of four researchers, the article describes three inclusion outcomes for both disabled and nondisabled students (curriculum infusion, social inclusion, and learning inclusion). It then describes how the drama teacher and the special education teacher provided teaching support, prosthetic support to one disabled student by developing both collaborative and consultive relationships with each other.

317.
Evers, Rebecca Barr; & Bursuck, William (1993).

Teacher ratings of instructional and setting demands in vocational education classes. Learning Disability Quarterly, 16(2), 82-92.

learning disabilities / vocational education / attitudes / vocational special needs education

There is an urgent need for support services for teachers and for interventions for students in vocational education mainstreaming programs. Development of appropriate and specific interventions for use in these classes requires precise descriptions of instructional demands and teacher expectations in the technical, home economics, and business areas of vocational education. The primary purpose of this study was to compare the instructional setting demands and teacher expectations of vocational education classes with those found in regular academic classes. Results were mixed and not significantly different for instructional grouping and instructional materials and methods. Teachers in academic and vocational classes also held similar expectations for behaviors necessary for success in their courses. However, significant differences were found in the demands of physical setting, methods of instruction, class requirements, and allowed accommodations. In addition, significant differences were found between the three types of vocational courses: home economics, business, and technical. The implications of these findings for future research and classroom practice are discussed.

318.
Reiff, Henry B.; Gerber, Paul J.; & Ginsberg, Rick (1993).

Definitions of learning disabilities from adults with learning disabilities: The insiders' perspectives. Learning Disability Quarterly, 16(2), 114-125.

learning disabilities / policy analysis

Definitions of learning disabilities typically include the perspectives of professionals from educational, psychological, medical, and sociopolitical fields. Decision-makers in learning disabilities have rarely solicited the views of an important population of individuals who live with this label, adults with learning disabilities. This article presents responses from a sample of successful adults with learning disabilities who were asked to define the term "learning disabilities." In addition to a number of constructs found in many existing definitions, responses include perceptions and conceptualizations that are only available from first-hand experience of living with learning disabilities into the adult years. Even when these perceptions evidence technical inaccuracies, their personal nature offers important insights into the effects of learning disabilities throughout the lifespan. Future attempts to arrive at a uniform definition of learning disabilities, especially in adulthood, should include or at least consider input from adults with learning disabilities.

319.
Satcher, Jamie; & Hendren, Glen R. (1992).

Employer agreement with the Americans with Disabilities Act of 1990: Implications for rehabilitation counseling. Journal of Rehabilitation, 58(3), 13-17.

Americans with Disabilities Act / employer involvement / rehabilitation counseling

Agreement with the American with Disabilities Act of 1990 (ADA) by the employment community may have a substantial impact on the successful implementation of this legislation. This article describes a study investigating the extent to which employers agree with this legislation and examines possible predictors of their agreement. Recommendations are provided describing how rehabilitation counselors an help employers to learn about, understand, and comply with this legislation.

320.
Tate, Denise G.; Maynard, Frederick; & Forchheimer, Martin (1992).

Evaluation of a medical rehabilitation and independent living program for persons with spinal cord injury. Journal of Rehabilitation, 58(3), 25-28.

spinal cord injury / independent living

A medical rehabilitation and independent living program has been collaboratively developed by the University of Michigan Medical Center (UMMC) and the Ann Arbor Center for Independent

Living (AACIL) for the purpose of assisting persons with spinal cord injuries (SCI) to acquire maximal independence and control over their lives after the onset of a new traumatic injury. During the course of two years, sixty-nine patients participated in the program while hospitalized for rehabilitation care. Patients were educated about independent living (IL) concepts, attended group sessions, met with SCI peers, and went on community outings of their own choice. Program evaluation results show that by the time of their hospital discharge, participants became more knowledgeable about IL issues than SCI nonparticipants, and, that participants demonstrated significantly lower levels of psychological distress one year post-injury. They also felt that the program was useful in preparing them for community reintegration. No differences were observed in terms of attitudes towards persons with disabilities and post-discharge living arrangements between participants and nonparticipants.

321.
Barber, Donna; & Hupp, Susan C. (1993).

A comparison of friendship patterns of individuals with developmental disabilities. Education and Training in Mental Retardation, 28(1), 13-22.

friendship / data analysis

The importance of the development of friendships by persons with disabilities has become increasingly apparent as they move from institutionalized to community-based living arrangements. Little is known, however, about factors affecting the formation and maintenance of relationships between persons with and without disabilities. This study was designed to investigate relationship types and the domains in which they were formed for three groups of individuals. Participants with disabilities lived either in small community homes or a large residential facility. A nondisabled group served as a comparison. The results indicated a significant interaction between group and relationship type, with similar numbers of close relationships reported for participants from the small community homes and the nondisabled comparison group, and many more distant relationships reported for the comparison group in contrast to the small home participants. The large facility participants had fewer close friends than did either of the other two groups. Respondents from the comparison group met their friends in different domains than did either group with disabilities. The discussion considers strategies for developing a better understanding of the mechanisms underlying these differences and methods for facilitating the formation and maintenance of friendships between persons with and without disabilities.

322.
Spooner, Fred; Enright, Brian E.; Haney, Kay; & Heller, H. William (1993).

An examination of classic articles in the education of persons with severe disabilities. Education and Training in Mental Retardation, 28(1), 23-29.

severe disabilities / journal analysis

Co-editors, associate editors, and cohort review team members for Teaching Exceptional Children were asked to nominate qualified individuals to identify seminal articles in the area of educating persons with severe disabilities. In the first phase of the study nominees recommended the top 13 classic contributions in the area of severe disabilities. A self-identified panel of 172 person in the area of severe disabilities rank ordered these 13 classic works in the second phase of the study. Results are discussed in terms of other studies that examined seminal contributions in the broader areas of special education.

323.
Pledgie, Thomas K.; & Schumacher, Steven H. (1993).

Determining the prevalence of human immunodeficiency virus (HIV) within a residential facility for persons with mental retardation. American Journal on Mental Retardation, 97(5), 585-588.

HIV / residential facilities

Administrators of residential facilities for persons with mental retardation must take a proactive stance in determining the prevalence of HIV in the population. Administrators of the Stockley Center, a 345-bed ICF/MR, approached the issue utilizing a double-blinded seroprevalence study. Their aim was to use results from this testing to identify settings of high to moderate prevalence for purposes of reducing the further spread of infection.

324.
Richardson, Stephen A.; Katz, Mindy; & Koller, Helene (1993).

Patterns of leisure activities of young adults with mild mental retardation. American Journal on Mental Retardation, 97(4), 431-442.

recreation and leisure / follow-up studies

Leisure activities were examined for young adults with mild mental retardation. Some had disappeared from mental retardation services after leaving school; others were in adult day services.

Peers without mental retardation (comparison subjects) were also included. Various leisure activities were combined using cluster analysis. some adults with mental retardation and some comparison subjects were found in each of the 13 clusters obtained but proportions varied. Leisure patterns were strongly influenced by gender and marital status as well as mental retardation, except for one cluster, Socially Isolated, Impoverished, where there were more adults with mental retardation, irrespective of gender and marital status.

325.
McDonnell, John; Hardman, Michael L.; Hightower, Julia; Keifer-O'Donnell, Richard; & Drew, Clifford (1993).

Impact of community-based instruction on the development of adaptive behavior of secondary-level students with mental retardation. American Journal on Mental Retardation, 97(5), 575-584.

community integration / vocational training / program development

The impact of community-based instruction on the development of adaptive behavior in 34 high school students with moderate to profound mental retardation was examined. Results were: (a) students made statistically significant gains in three of four domains of the Scales of Independent Behavior; (b) student IQ, level of student ambulation, and presence of behavior problems were not significant predictors of the amount of community-based instruction students received; and (c) the amount of community-based instruction was a more powerful predictor of gains in these domains than were IQ, level of student ambulation, and the presence of behavior problems. Results were discussed in terms of implications for the design and implementation of secondary programs for students with mental retardation.

326.
Smart, Julie F.; & Smart, David W. (1992).

Cultural issues in the rehabilitation of Hispanics. Journal of Rehabilitation, 58(2), 29-37.

Hispanics / vocational rehabilitation

This article identified five issues that are important for rehabilitation counselors to keep in mind as they provide services to persons of Hispanic origin: (a) developing greater sensitivity and respect for individual differences among Hispanic clients, (b) separating the effects of culture from the effects of socioeconomic status, (c) exercising caution in interpreting and generalizing research findings, (d) exercising caution in the use of standardized tests, and (e) obtaining the best written and spoken language translation. These recommendations are based

upon a review of some 60 references. Implications for rehabilitation practice are drawn.

327.
Houser, Rick; & Chace, Anne (1993).

Job satisfaction of people with disabilities placed through a project with industry. Journal of Rehabilitation, 59(1), 45-48.

job satisfaction / Projects with Industry (PWI)

The purpose of this study was to identify the level of job satisfaction among people with various disabilities who were placed into employment through a project with industry. Overall job satisfaction was found to be high for people with disabilities who were placed through a project with industry service. However, we found there were specific areas of lower satisfaction such as opportunities for higher level jobs, etc.

328.
Levy, Joel M.; Jessop, Dorothy Jones; Rimmerman, Arie; Francis, Fred; & Levy, Philip H. (1993).

Determinants of attitudes of New York State employers towards the employment of persons with severe handicaps. Journal of Rehabilitation, 59(1), 49-54.

severe disabilities / attitudes / New York

The present paper summarizes the results of a statewide study, conducted by the Young Adult Institute (YAI) and the New York State Office of Vocational and Educational Services for Individuals with Disabilities (VESID), of the attitudes of employers doing business in NY State regarding the competitive employment of persons with severe handicaps. Those responsible for hiring decisions in the 418 companies responding to the study are favorable to the employability of persons with severe handicaps. They see those with severe handicaps as dependable, productive workers and as able to interact with others, especially when provided with appropriate support services. The characteristics of employers and their companies that are associated with positive attitudes are examined.

329.
Marshall, Catherine A.; Johnson, Marilyn J.; Martin, William E., Jr.; Saravanabhavan, R. C.; & Bradford, Barbara (1992).

The rehabilitation needs of American Indians with disabilities in an urban setting. Journal of Rehabilitation, 58(2), 13-21.

Native Americans / urban areas / vocational rehabilitation

The results of this study were based on data collected in Denver, Colorado through 100 face-to-face interviews with American Indians who have disabilities. On average, the Indian people surveyed had lived in the Denver area for 18 years, reported 2.8 disabling conditions each, and were 46.5 years of age. Sixty-seven percent of the sample were Sioux; 55% were female. A wide range of disabling conditions were reported, including arthritis (37%), diabetes (33%), substance abuse (24%), visual impairment (21%), heart problems (16%), orthopedic disorders (14%), and emotional disorders (12%). In terms of functional limitations, 64% reported having problems with walking, 62% with lifting, and 50% with working on a job. A primary concern identified by the survey population was the lack of outreach services provided by social agencies.

330.
Fitzgerald, Maureen H. (1992).

Multicultural clinical interactions. Journal of Rehabilitation, 58(2), 38-42.

cultural diversity / human services

All clinical interactions, no matter where they occur, involve multiple cultures. Appropriate and therapeutic care that is satisfying to patients and their families and, at the same time satisfying to care providers, can occur only if this multiplicity of cultures is taken into account. This paper uses the example of a Pacific Islander with a spinal cord injury to explore illness explanatory models and some of the cultural dimensions of clinical interactions. Cultural brokerage, intercultural sensitivity programs, and programs like the Pacific Basin Rehabilitation Technician program are introduced as examples of strategies for dealing with multicultural situations.

331.
Kiernan, William E.; & McGaughey, Martha (1992).

A support mechanism for the worker with a disability. Journal of Rehabilitation, 58(2), 56-63.

Employee Assistance Program for Persons with Disabilities / program evaluation / program development

Employment is key to the establishment of one's identity, self esteem, and quality of life. Labor market trends and government initiatives administratively and legislatively have stimulated increased employment opportunities for persons with disabilities. However, industry faces challenges of matching the

worker to the job and assuring that an optimal fit is maintained over time. The Employee Assistance Program (EAP) is a viable mechanism for supporting employees, supervisors and industry in general in resolving issues which affect the productivity of the employee with a disability in the work place. This article reviews an EAP project targeted at enhancing employment outcomes for persons with disabilities, presents data on the utilization of the model, and offers suggestions to industry, counselors and rehabilitation personnel regarding the design and utilization of such a model.

332.
Clark, Susan; & Kelley, Susan D. M. (1992).

Traditional Native American values: Conflict or concordance in rehabilitation? Journal of Rehabilitation, 58(2), 23-28.

Native Americans / vocational rehabilitation

The professional literature dealing with multicultural concerns suggests that effective service delivery and outcomes in health and human services depend upon cultural relevance and on the degree to which specific cultural values and service practices are aligned. This paper examines some traditional Native American values that pertain to rehabilitation programs in the contexts of communication, health care, and alcohol abuse. The need for rehabilitation professionals to reframe their perceptual orientations about Native Americans is emphasized as a viable mechanism to achieve concordance rather than conflict in the process of service delivery.

333.
Biller, Ernest F. (1993).

Employment testing of persons with specific learning disabilities. Journal of Rehabilitation, 59(1), 16-23.

employment testing / specific learning disabilities / federal legislation

Persons with a history of specific learning disabilities (SLD) are often at a severe disadvantage when taking standardized employment tests. This type of disability can impede a person's test-taking ability because of impairment in the ability to organize, process, and record information. The use of employment tests is on the rise among U.S. employers, increasing the likelihood that persons with SLD will face more testing situations than in the past. The federal statutes within Section 504 of the 1973 Rehabilitation Act and Title I of the Americans with Disabilities Act (ADA) affirm the right of qualified persons with disabilities to apply for employment without prejudice toward their impair-

ment. Court decisions have spoken to the rights of persons with SLD to reasonable test accommodations. Several professional organizations concerned with testing modifications support modifying tests for persons with disabilities if such changes do not alter the tests' validity. Research undertaken since passage of Section 504 to resolve the conflict between testing fairness and testing accuracy revealed score comparability to be one of the fundamental issues of employment testing for persons with disabilities. Data from college admission test takers with SLD indicate that their scores might not be comparable to those of nondisabled test takers. With Title I of ADA expanding the coverage of Section 504 to all business with fifteen or more employees, an effective solution to score comparability is imperative. Validity generalization (VG), which asserts that one general ability test can be applied to most job classifications, may be one alternative solution to this testing dilemma.

334.
Rosen, Marvin; Bussone, Albert; Dakunchak, Peter; & Cramp, John, Jr. (1993).

Sheltered employment and the second generation workshop. Journal of Rehabilitation, 59(1), 30-34.

sheltered workshops / supported employment / policy analysis

Recent criticism of workshops has focused upon issues of segregation and failure to meet rehabilitation and normalization goals. Supported work has been proposed and implemented as a more effective alternative. This paper argues that many persons who are mentally or physically disabled will continue to require special services not readily available at normal work settings. The Elwyn Bandage Factory is described as a "second generation workshop" that provides training, rehabilitation, and employment in an integrated work setting.

335.
Stevens, Margo L.; Curl, Rita M.; & Rule, Sarah (1993).

From protection to independence: Utilizing intersector cooperation to ensure consumer options. Journal of Rehabilitation, 59(1), 35-39.

community integration / program development / choice

Integration of consumers with disabilities into the community requires that they have options - for work, for services, and for recreation. This paper describes how the staff of a small program developed working relationships with employers and service agencies to transform services from sheltered to community-based employment. These relationships required

community members as well as staff to develop active roles in providing opportunities for individuals with disabilities. The resulting change in services gave consumers a variety of choices regarding community participation.

336.
Test, David W.; Keul, Patricia; & Howell, Anne (1993).

Community resource trainers: Meeting the challenge of providing quality supported employment follow-along services. Journal of Rehabilitation, 59(1), 40-44.

supported employment / Community Resource Trainer Model

As more individuals enter the follow-along phase of supported employment, innovative approaches to providing quality services are needed. This article describes an approach that utilizes a Community Resource Trainer to provide follow-along services to supported employment consumers. In addition, the article includes funding suggestions and two case studies involving a Community Resource Trainer.

337.
McCrea, Linda D. (1993).

Frequency of job skills appearing on individualized plans of students with moderate retardation. Education and Training in Mental Retardation, 28(2), 179-185.

moderate mental retardation / transition planning / individualized education program (IEP)

The successful employment of moderately retarded students is dependent upon an educational program which is focused upon employment as an expected outcome. The purpose of this study was to examine the relative frequency that work-related skills deemed critical by employers appear on the exiting IEPs of moderately retarded students (e.g., those labeled trainable mentally impaired students (TMI) in the state of Michigan).

338.
Rose, Karen C.; White, Jo Ann; Conroy, James; & Smith, Dawn M. (1993).

Following the course of change: A study of adaptive and maladaptive behaviors in young adults living in the community. Education and Training in Mental Retardation, 28(2), 149-154.

deinstitutionalization / community integration / adaptive behavior

Studies of movement from large congregate to small community residential settings have consistently detected positive behavior changes among the people who moved. This study continued following a group of young adults after community placement in an attempt to distinguish between short term changes, which may have been related to environmental demands, and longer term changes, which may have been related to skill acquisition. The study yielded preliminary indications that there were two distinct patterns of enhancements in behavior, depending on the category of behavior.

339.
Hamre-Nietupski, Susan; Hendrickson, Jo; Nietupski, John; & Sasso, Gary (1993).

Perceptions of teachers of students with moderate, severe, or profound disabilities on facilitating friendships with nondisabled peers. Education and Training in Mental Retardation, 28(2), 111-127.

teacher attitudes / friendship

A survey was conducted in which teachers of students with moderate, severe, or profound disabilities shared their perceptions on facilitating friendships between their students and nondisabled peers. Survey participants included teachers across the three states of Iowa, Nebraska, and Florida. Results indicated that teachers believe that these friendships are possible, they can/should be facilitated by adults, and are beneficial to students with and without disabilities. They perceived that friendships are most likely to develop when students with disabilities are educated in regular classes for part of the day. By contrast, they perceived that other skill development, such as functional life skills, is most likely to occur when students are educated in a special class in a regular school. Teachers perceived the most effective strategies for facilitating friendships to be ones involving collaboration, presentation of information, cooperative learning, peer tutoring and teaching social interaction skills; in addition, teachers indicated the highest willingness to personally carry out these same strategies. Future research questions and practical implications for facilitating friendships in educational environments are offered.

340.
Brinton, Bonnie; & Fujiki, Martin (1993).

Communication skills and community integration in adults with mild to moderate retardation. Topics in Language Disorders, 13(3), 9-19.

communication skills / community integration

This article provides a general overview of some initial work examining specific communicative skills of persons with retardation at different levels of community integration. Two groups of individuals were considered: adults living in a relatively large institutional setting, and adults living in community-based settings. The performance of community-based individuals was compared with that of a group of institutionalized individuals on a number of conversational tasks. Community-based subjects demonstrated a conversational profile that was more responsive but less assertive to the conversational partner compared with the institutionalized group. The results of this project suggest that specific aspects of conversational management are related to social adaptation.

341.
Lewis, Darrell R.; Johnson, David R.; Bruininks, Robert H.; & Kallsen, Lincoln A. (1993).

Accounting for costs of habilitation training, sheltered workshops, and supported employment. Education and Training in Mental Retardation, 28(1), 75-89.

cost-benefit analysis / vocational training / supported employment

This paper reports on procedures for employing a resource components approach to collect and report cost information of training and supported employment programs for adult populations with developmental disabilities, and the results from examining the costs of 41 related programs in Minnesota while using these procedures. Findings indicate that costs are functionally related to a number of different consumer and program factors, including type of program, number of participants, job placement and hours of work, level and type of disability, and staffing ratios.

342.
Test, David W.; Hinson, Karen Bond; Solow, Jill; & Keul, Patricia (1993).

Job satisfaction of persons in supported employment. Education and Training in Mental Retardation, 28(1), 38-46.

job satisfaction / supported employment

A study was conducted to investigate the job satisfaction of individuals with developmental disabilities in supported employment. A total of 34 persons were individually interviewed to determine their satisfaction with supported employment services received and their current job. Findings indicated that the majority of individuals (a) liked their jobs, (b) were satisfied

with the help that their job coach had provided, (c) had a voice in choosing their job, (d) would rather work in the community than attend a workshop, and (e) said they had friends at work. Results are discussed in terms of socially validating supported employment outcomes and providing program evaluation information.

343.
Burbach, Harold J.; & Babbitt, Charles E. (1993).

An exploration of the social functions of humor among college students in wheelchairs. Journal of Rehabilitation, 59(1), 6-9.

humor / postsecondary education / social integration

Interview data were collected from a sample of college students in wheelchairs. The interview schedules were designed to gather information about the kinds of humor that was directed outward toward their nonhandicapped peers and the types of inside humor that emerged from the group. Analysis of the data reveal that these students use humor as a means of building group solidarity, as a form of social aggression, as a means of turning tragedy into comedy, as a means of blurring group differences, as an instrument of social reform, as a means of diminishing group disadvantages, and as a means of removing the barriers between groups.

344.
Frank, Alan R.; & Sitlington, Patricia L. (1993).

Graduates with mental disabilities: The story three years later. Education and Training in Mental Retardation, 28(1), 30-37.

Iowa / follow-up studies / transition planning

This study investigated the adult adjustment of a randomly selected sample of 50% of the graduates with mental disabilities in the Class of 1985 three years after they exited high school in the state of Iowa. This adjustment was compared to their status as adults one year after graduation. Three hundred twenty-two students (85% of those randomly selected) were interviewed three years out of high school; this same number, with 88% overlap in participants, had been interviewed one year out of school. Results are reported in terms of: (a) general status information, such as marital status, living arrangements, sources of income; (b) information about those competitively employed vs. working in sheltered workshops (wages earned, hours worked per week, fringe benefits received); and (c) "successful" adult adjustment relative to criteria presented in this report. Implications are cited for programming and transition planning.

345.
Roberts, Clare; & Zubrick, Stephen (1992).

Factors influencing the social status of children with mild academic disabilities in regular classrooms. Exceptional Children, 59(3), 192-202.

social status / inclusion / teacher attitudes

This article discusses the development and evaluation of a model of social status which has implications for students both with and without mild academic disabilities in integrated classrooms. Behavioral data relating to peer social status were collected from peers, teachers, and independent observers for 97 students with disabilities and 97 without disabilities from the same regular elementary school classes. Path analysis indicated that teachers' attitudes toward integration were not related to the social status of the students with disabilities. However, teacher perceptions of academic behavior, peer perceptions of academic behavior, and peer perceptions of disruptive behavior were found to be related to social status for both groups of students.

346.
Rojewski, Jay W.; Pollard, Richard R.; & Meers, Gary D. (1992).

Grading secondary vocational education students with disabilities: A national perspective. Exceptional Children, 59(1), 68-76.

vocational special needs education / grading

A nationwide purposive sample of secondary vocational educators completed a questionnaire that examined practices and perceptions toward grading students with disabilities. A variety of grading methods was reportedly used, but over two-thirds of respondents included a competency-based grading component. An overwhelming majority believed that student effort should be used to determine grades. Two-thirds of vocational educators had never been involved in their students' IEP development. The most common changes teachers have made over time in their grading practices included becoming more flexible and individualized in grading. Overall, teachers displayed moderately positive attitudes toward grading students with disabilities.

347.
Harry, Beth (1992).

Making sense of disability: Low-income, Puerto Rican parents' theories of the problem. Exceptional Children, 59(1), 27-40.

cultural diversity / special education

This article reports findings from an ethnographic study of the views of 12 low-income Puerto Rican parents whose children were classified as learning disabled of mildly mentally retarded. Different cultural meanings of disability and normalcy led parents to reject the notion of disability and focus on the impact of family identity, language confusion, and detrimental educational practices on children's school performance. Parents' views were in line with current arguments against labeling and English-only instruction.

348.
Franklin, Mary E. (1992).

Culturally sensitive instructional practices for African-American learners with disabilities. Exceptional Children, 59(2), 115-122.

cultural diversity / program development / special education

This article discusses the cultural and educational needs of African-American learners with disabilities. Six theoretical assumptions establish some basic suppositions about culturally and linguistically diverse learners and effective instructional practices. A review of the literature describes African-American cultural practices, interests, and cognitive styles; highlights the attitudes, perceptions, and instructional practices of effective teachers of African-American students; and includes patterns of teacher-student and peer-group interactions that promote high academic achievement among African-American learners. Recommendations include organizing teaching, learning, and performance in ways that are compatible with the social structure of African-American students with disabilities.

349.
Chandler, Wanda; Schuster, John W.; & Stevens, Kay B. (1993).

Teaching employment skills to adolescents with mild and moderate disabilities using a constant time delay procedure. Education and Training in Mental Retardation, 28(2), 155-168.

vocational training / behavior modification

Filling a soda machine, using a duplicating machine, and using a photocopier were taught to four high school students with mild or moderate disabilities. A five second constant time delay procedure was used to teach the three chained tasks. A multiple probe design evaluated the effectiveness of the procedure. A model prompt with verbal description served as the controlling prompt throughout training. All students acquired the targeted

skills while committing a low percentage of errors (3.2%). Maintenance and generalization data, collected up to 11 months after training ended, were mixed.

350.
Karsh, Kathryn G.; & Repp, Alan C. (1992).

The task demonstration model: A concurrent model for teaching groups of students with severe disabilities. Exceptional Children, 59(1), 54-67.

severe disabilities / Task Demonstration Model (TDM)

This study investigated the use of the Task Demonstration Model (TDM) of group instruction for students with severe or moderate retardation. This model and the Standard Prompting Hierarchy (SPH) were tested against each other (and baseline) across three teachers and groups of students. Results on teacher variables showed that demands and praise were roughly equivalent for both procedures, but prompts were 12 times higher in SPH than in TDM. Data on student variables showed task engagements to be the same for SPH and TDM, percent correct to be 10% higher in TDM, but rate correct to be twice as much in TDM as in SPH.

351.
Kearney, Christopher A.; & Durand, V. Mark (1992).

How prepared are our teachers for mainstreamed classroom settings? A survey of postsecondary schools of education in New York State. Exceptional Children, 59(1), 6-11.

personnel preparation / inclusion / New York

This study examined the hypothesis that postsecondary schools of education are sufficiently preparing regular education students to work in integrated or mainstreamed classroom settings. Chairpersons of 58 such programs in New York State were queried about their programs' accreditation, coursework, and field experience requirements relevant to mainstreaming practices. Results indicated that only a minority of these programs were accredited by the National Council for Accreditation of Teacher Education, offered dual certification in regular and special education, or required training in collaborative teaching and education.

352.
Sitlington, Patricia L.; Frank, Alan R.; & Carson, Rori (1992).

Adult adjustment among high school graduates with mild disabilities. Exceptional Children, 59(3), 221-233.

mild disabilities / follow-up studies / transition planning

This study investigated the adult adjustment of a statewide random sample of 737 young adults with learning disabilities, 59 labeled behaviorally disordered, and 142 labeled mentally disabled, all graduates of special education resource teacher programs. Results are reported in terms of (a) general status information, such as marital status and living arrangements; (b) information about those competitively employed, such as wages, hours worked per week, and percentage of living expenses paid; and (c) comparison of competitively employed versus unemployed individuals, in terms of high school vocational training and work experiences. Information is also provided on postsecondary education and overall "successful" adult adjustment. Data are compared across disability groups and across gender, where relevant.

353.
Giangreco, Michael F.; Dennis, Ruth; Cloninger, Chigee; Edelman, Susan; & Schattman, Richard (1993).

"I've counted Jon": Transformational experiences of teachers educating students with disabilities. Exceptional Children, 59(4), 359-372.

teacher attitudes / severe disabilities / inclusion

The purpose of this study was to describe the experiences of general education teachers who have had a student with severe disabilities in their class. Interviews of 19 general education teachers, kindergarten through Grade 9, as well as questionnaires completed by 18 teachers, were analyzed using categorical coding procedures to identify themes related to the teachers' experiences. Results showed that despite teacher's initial negative reactions to the placement of a child with severe disabilities in their classrooms, 17 teachers described transforming experiences of a more positive nature and related many benefits to the students with disabilities, their classmates, and the teachers themselves. Respondents also characterized what support services they found helpful and not helpful.

354.
Lichtenstein, Stephen (1993).

Transition from school to adulthood: Case studies of adults with learning disabilities who dropped out of school. Exceptional Children, 59(4), 336-347.

learning disabilities / dropouts / case studies

In-depth, structured interviews were conducted over a two-year period with four young adults previously identified as having learning disabilities during their school years. All four had dropped out of high school; but overall, they reported that their early withdrawal was an important and affirming choice in their transition from youth to adulthood. Themes emerging as noteworthy include their lack of involvement in formal vocational assessment, their own individualized education programs, and adult services. The personal stories and experiences cast doubt on the prevailing opinion that school dropouts are "losers: and "failures." In contrast, their stories reveal a serious shortfall in their secondary special education programming and in the overall transition planning process.

355.
Ysseldyke, James E.; Thurlow, Martha L.; Algozzine, Bob; & Nathan, Joe (1993).

Open enrollment and students with disabilities: Issues, concerns, fears, and anticipated benefits. Exceptional Children, 59(5), 390-401.

open enrollment / policy analysis

Open enrollment is a hotly debated form of educational choice. More than 25 states have legislation establishing or expanding public school choice options. At an issues clarification working session, professionals, legislators, policy makers, parents, and students described issues and generated implications for serving students with disabilities. Participants identified three kinds of issues for districts and students: outcome, implementation, and demographic. Participants also expressed other concerns about choice: pupil benefit, parent involvement (or convenience), teacher/administrator job protection, change, and teacher workload.

356.
Hollingsworth, Maurice; & Woodward, John (1993).

Integrated learning: Explicit strategies and their role in problem-solving instruction for students with learning disabilities. Exceptional Children, 59(5), 444-455.

learning disabilities / problem-solving

This study investigated the effectiveness of an explicit strategy as a means of linking facts, concepts, and problem-solving in an unfamiliar domain of learning. Participants were 37 secondary students with learning disabilities. All students were taught health facts and concepts, which they then applied to problem-solving exercises presented through computer-simulation

games. Students in the experimental group were taught an explicit strategy for solving the problems; the comparison group was given supportive feedback and encouraged to induce their own strategies. The explicit strategy group performed significantly better on two transfer measures, including videotaped problem-solving exercises.

357.
West, Michael; Kregel, John; Getzel, Elizabeth E.; Zhu, Ming; Ipsen, Shyla M.; & Martin, E. Davis (1993).

Beyond Section 504: Satisfaction and empowerment of students with disabilities in higher education. Exceptional Children, 59(5), 456-467.

postsecondary education / self-advocacy / barriers

College and university students with disabilities were surveyed to determine their levels of satisfaction with accessibility, special services, and accommodations at their schools. In addition, students were requested to identify barriers to postsecondary education, improvements in services, and other concerns. Respondents generally expressed satisfaction with the services that they had received. However, the majority indicated that they had encountered barriers to their education, including a lack of understanding and cooperation from administrators, faculty, staff, and other students; lack of adaptive aids and other resources; and inaccessibility of buildings and grounds. Recommendations were made for improving the delivery of services and self-advocacy of students with disabilities.

358.
Dennis, Ruth E.; Williams, Wes; Giangreco, Michael F.; & Cloninger, Chigee J. (1993).

Quality of life as context for planning and evaluation of services for people with disabilities. Exceptional Children, 59(6), 499-512.

quality of life / program evaluation / program development

Quality of life has become a dominant theme in planning and evaluating services for people with disabilities. This article reviews definitions of quality of life, explores the concept from the perspectives of the optimal theory of personal well-being, and surveys the research on the concept and its implications for planning and evaluating services. This article explores the subjective nature of life quality, particularly for people with disabilities, and relates the concept to both cultural norms and universal human values and needs. Each person experiences life, and disability, in unique ways. Practitioners need to consider

quality-of-life issues as a context in planning and evaluating quality services.

359.
Halpern, Andrew S. (1993).

Quality of life as a conceptual framework for evaluating transition outcomes. Exceptional Children, 59(6), 486-498.

quality of life / outcomes of education / transition planning

When the transition movement began as a federal initiative in 1984, it was conceptualized as "an outcome-oriented process leading to employment." Although many educators viewed this narrow focus on employment as too constrictive, an alternative framework for conceptualizing transition outcomes has been slow to develop. This article explores a broader framework, quality of life, organized around three topics: (1) theoretical issues that pertain to the definition and conceptualization of quality of life; (2) research findings that provide support for quality of life as an outcome framework for evaluating transition programs and services; and (3) a few suggestions about issues that should be addressed through the 1990s.

360.
Margalit, Malka (1993).

Social skills and classroom behavior among adolescents with mild mental retardation. American Journal on Mental Retardation, 97(6), 685-691.

social skills / classroom behavior

Relations among self-reported social skills, teacher ratings of classroom behavior, and direct observations of social interactions among 87 adolescents with mild mental retardation were investigated and variables predicting the students' task orientation identified. Three information sources were employed. Results demonstrated that the four domains of social skills were related to the students' task orientation. The regression analysis revealed that students who were characterized by better social skills and fewer occurrences of hyperactivity and behavioral difficulties were viewed by teachers as evidencing more compliant and task-oriented behavior, implying their better ability to benefit from the special curriculum. The three sources of information validated one another and added information to the conceptualization and appraisal of social and academic competence among students with mental retardation.

361.
Lakin, K. Charlie; Bruininks, Robert H.; Chen, Tsuey-Hwa; Hill, Bradley K.; & Anderson, Deborah (1993).

Personal characteristics and competence of people with mental retardation living in foster homes and small group homes. American Journal on Mental Retardation, 97(6), 616-627.

residential facilities / community integration / program development

In this 1986-1987 study, the demographic and diagnostic characteristics, problem behaviors, self-care skills, community living skills, domestic expectations, and program goals for personal competence of 336 persons with mental retardation living in a national sample of 181 foster care and small group care settings with six or fewer residents was assessed. The findings indicated relatively more severe cognitive impairment among persons in small ICFs-MR, less severe cognitive impairment and fewer functional limitations among non-ICF-MR group home residents, and more functional limitations among residents in foster homes. Neighborhood integration was relatively high for foster home residents, but there were fewer expectations for their development of home and community living skills. Implications for future research and program development in small, community-based residential settings were discussed.

362.
Ittenbach, Richard F.; Chayer, David E.; Bruininks, Robert H.; Thurlow, Martha; & Beirne-Smith, Mary (1993).

Adjustment of young adults with mental retardation in community settings: Comparison of parametric and nonparametric statistical techniques. American Journal on Mental Retardation, 97(6), 607-615.

community integration / statistical analysis

The impact of four different statistical techniques on the interpretive process using data obtained from young adults with mental retardation in applied settings was evaluated. The hypothesis was that no difference exists across levels of mental retardation for four dependent variables, jointly or separately, using (a) parametric multivariate analysis of variance, (b) nonparametric multivariate analysis of variance, (c) multiple nonparametric analyses of variance, and (d) multinomial logistic regression. The pattern of significance remained the same across the three classical and quasi-classical designs. Substantive differences were found using the fourth technique, multinomial logistic regression. The four techniques were compared using interpretational as well as statistical criteria.

363.
Ferguson, Brad; McDonnell, John; & Drew, Clifford (1993).

Type and frequency of social interaction among workers with and without mental retardation. American Journal on Mental Retardation, 97(5), 530-540.

social skills / job placement

The social/verbal interactions of six employees with moderate or severe mental retardation and six workers without mental retardation were observed in six restaurants. Results showed that target workers without mental retardation gave more directions, asked more work-related questions, initiated more jokes, and had more general work-related comments than did target workers with mental retardation. The latter received more greetings and social amenities. Interactions between workers with mental retardation and the job coach correlated negatively with the workers' initiation of interactions with co-workers who did not have mental retardation. Implications for job placement and training as well as future research needs were discussed.

364.
Lynch, Eleanor W.; Lewis, Rena B.; & Murphy, Diane S. (1992).

Educational services for children with chronic illness: Perspectives of educators and families. Exceptional Children, 59(3), 210-220.

chronic illness / barriers / program development

Two parallel studies examined schools' and families' perceptions of the needs of children with chronic illnesses. Samples of 80 California school districts and 72 families were interviewed regarding types of chronic illnesses and school services, perceptions of and barriers to services, strategies for overcoming barriers, and fears and concerns of children with chronic illnesses. Most students were served in regular classes or at home. The most common barriers named by districts were funding and lack of public and staff awareness. Barriers named by families included teachers' misunderstanding of the child's needs and misinformation about the illness. Families focused on social-emotional issues and the impact of illness on their child's life; districts emphasized school absences and falling behind in schoolwork.

365.
Leach, Lynda Nash; & Harmon, Adrienne Seccia (1992).

Annotated bibliography on secondary special education and transitional services (Vol. 7). Champaign: University of Illinois, Research Institute at Illinois.

literature review / transition planning / model programs

Volume 7 of the Annotated Bibliography on Secondary Special Education and Transitional Services (formerly called, Annotated Bibliography on Transition from School to Work) continues the review of the literature on evaluation methodology, the efficacy of secondary and transition services, and related topics begun in Volume 1 and continued in Volumes 2-6. Coverage is not comprehensive, but representative of what has preceded current transition efforts, what is going on now, and what is recommended for future analysis and study. Volume 7 does not duplicate the earlier volumes; therefore, using all volumes provides a more accurate review of the transition literature. As with the earlier volumes, the intent of Volume 7 is (a) to assist professionals in locating relevant resource materials on transition and evaluation and (b) to facilitate communication and information sharing among professionals of all disciplines involved in transition.

366.
Tu, Jho-Ju; & Shih, W. K. (1992).

Compendium of Project Profiles: 1992. Champaign: University of Illinois, Transition Research Institute at Illinois. (ERIC Document Reproduction Service No. ED 353 717)

model programs / directories / transition planning

This seventh volume in the series of annual compendia of OSERS transition project profiles represents the current picture of transition as reflected by 98 active projects nationwide, and 21 expiring projects. The information and descriptive data in this document were collected in part from the responses to OSERS-funded project characteristics questionnaires distributed to current and recently expired projects. Other project information was obtained from original grant applications and previous years' profiles. The information in the individual competition profiles was gathered from the grant announcement packets for each competition.

367.
Harnisch, Delwyn L.; Wermuth, Thomas R.; & Rusch, Frank R. (1992).

Selected readings in transition. Champaign: University of Illinois, Transition Research Institute at Illinois. (ERIC Document Reproduction Service No. ED 349 728)

outcomes of education / data analysis / program evaluation / independent living

The present collection of readings covers most of the critical issues related to transition of youth with disabilities from school to post-school experiences. Backed by data from the fourth wave of High School and Beyond, these articles have implication for future research, practice, and policymaking:

1. "Cognitive return" of schooling for students with disabilities: Preliminary findings from high school and beyond (D. L. Harnisch & I. A. G. Wilkinson);
2. Career expectations and aspirations of youth with and without disabilities (A. T. Fisher & D. L. Harnisch);
3. Exiting school: Who cares about the youths with disabilities (D. L. Harnisch & D. Snauwaert);
4. Human judgment and the logic of evidence: A critical examination of research methods in special education transition literature (D. L. Harnisch, A. T. Fisher, & M. L. Connell);
5. An analysis by state of the number of disabled youths (ages 12-17 and 18-21) served from 1984 through 1988 (J. Tu, L. DeStefano, T. Patterson, & M. Fan); and
6. Seven behavioral domains of independent living (D. L. Harnisch, A. T. Fisher, and C. Carroll).

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